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ABSTRACT

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: Iraq refuses to cooperate with United Nations weapons inspectors, expansion of a Jewish settlement threatens to delay implementation of the Wye Accord, voting for House, Senate, and governors' seats in this year's midterm elections, assistance in the wake of Hurricane Mitch, and devastation in Honduras and Nicaragua caused by Hurricane Mitch (November 2-6); House Speaker Newt Gingrich announces his intention to resign, relief workers scramble to get basic necessities to stranded victims of Hurricane Mitch, standoff over weapons inspections in Iraq, the United States sends more military hardware and troops towards Iraq as diplomats evacuate, and Iraq continues to defy United Nations (UN) inspection demands (November 9-13); the showdown with Iraq is temporarily averted, the Leonid Meteor Shower returns, weapons inspectors are back in Iraq, impeachment hearings of President Clinton begin on Capitol Hill, and impeachment hearing questioning of Independent Counsel Ken Starr (November 16-20); Iraq must officially answer a United Nations request for weapons documents, and the possible AOL/Netscape merger (November 23-24); and widespread hunger continues in Somalia in spite of international aid (November 30). (AEF)

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ED 425 739

CNN Newsroom Classroom Guides. November 1998

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Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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☐ Other _____

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City: _____

State: _____ Zip: _____

County: _____

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Principal's Name: _____

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JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

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CNN NEWSROOM Guide

November 2, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 03:15... 06:00
Once again Iraq refuses to cooperate with UN weapons inspectors.

YOUR DAILY DESK ... 00:40... 06:40
Environment Desk ... 02:10... 08:50
Volunteers in Toronto try to save birds that collide with lit skyscrapers.

Environment Desk Extra ... 02:30... 11:20
The town of Donora remembers a local tragedy that had national repercussions.

WORLDVIEW ... 00:35... 11:55
Political Front ... 02:50... 14:45
Some say the answer to Serbia's economic problems lies in attracting outside investment.

Inside Asia ... 02:20... 17:05
The Living Planet Index presents an urgent call to save threatened ecosystems.

Where in the World? ... 04:30... 21:35
Rome's glamorous Hotel Regina Baglioni is being restored.

NEWSROOM CHRONICLE ... 00:30... 22:05
Return to Space ... 04:20... 26:25
The DISCOVERY crew is busy conducting experiments as the shuttle orbits the earth.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iraqi Defiance

1. Why have weapons inspectors from the United Nations spent the past several years in Iraq? What are "sanctions?" Why has the international community imposed economic sanctions on Iraq? What conditions must be met in order for these sanctions to be eradicated?

2. Why are Iraqi leaders refusing to comply with the international weapons inspectors? How did Iraq change the focus of weapons inspections in August? What deal had previously been worked out to avert possible airstrikes over Iraq? Do you think that Iraqi authorities truly believe UNSCOM is there to "spy" on them, or do you think they oppose the weapons inspections for other reasons? State your rationale.

3. What is UNSCOM? Have students work in groups to learn more about UNSCOM and the IAEA (International Atomic Energy Agency) and their role in promoting global stability. Share findings in class discussion. Who appoints these agencies to conduct their investigations? How are the agencies staffed? From where does each derive its authority in the case of Iraq? In the video, CNN Correspondent Richard Roth describes the latest inspections crisis as a "marathon duel" between the U.N. and Iraq. What do students think will be the end result of this "duel?" What will it take to bring Iraq into compliance with the international community's demands?

LINKS:
http://cnn.com/WORLD/meast/9811/01/iraq.un.03/
http://www.iaea.or.at/worldatom/
http://193.114.50.5/reference/briefs/unscom.html

EDITOR'S NOTE:
Tariq Aziz
Saddam Hussein
Richard Butler
Kofi Annan
UNSCOM
Security Council
disarmament resolution
Kuwait

YOUR DAILY DESK

Environment Desk : Saving City Birds

1. What is happening to large numbers of migrating birds every spring and fall in Toronto, Canada? What is it about the buildings that causes this? What are FLAP volunteers doing to help save the injured birds? How are some of Canada's biggest companies responding to this problem? What has been the effect of reducing the number of lit buildings at night?

2. How much do scientists know about why the birds are doing this? Is there one particular species that this happens to or are many species affected? Where are the birds taken to recuperate? Do you think the volunteers should continue focusing on recuperation of the birds or should they be concentrating on finding possible causes? Explain.

3. In order to find the cause of this mysterious phenomenon, scientists will have to use scientific inquiry skills such as forming hypotheses, observing interactions, testing for different variables and collecting meaningful data that can be used to draw insightful conclusions. Have your students play the role of scientists assigned to investigate this mysterious phenomenon. Working in groups, have them devise and write down a hypothesis for the cause of this behavior in birds. Have them consider the natural instincts of birds, their anatomy, wind currents, placement of the sun in the sky at the migration times of year, etc. Then as a class, devise an experimental protocol for each hypothesis, accounting for independent, dependent, and control variables, step by step procedures (with recommendations for how many repetitions of each phase to perform) and sample data charts on which to record results. Remember, experiments need to be reproducible by

other scientists and have data that is made reliable by multiple tests.

LINKS:
http://www.flap.org/
http://www.fws.gov/r9mbmo/pamphlet/songbrd.html#Collision
http://www.mbr.nbs.gov/id/framlst/i5830id.html

Environment Desk Extra : Environment Desk Extra

1. What happened in Donora, Pennsylvania, in 1948? Explain what air inversion is and how it amplifies the effects of pollution. Who is Justin Shawley? How is he leading the fight to preserve the memory of this tragedy? How did the event act as a "call to arms" for government leaders?

2. Assist students in conducting research to learn more about air inversion and conditions conducive to air inversion. Is air inversion a problem where you live? Are there particular weather conditions that result in poor air quality in your area? If so, how are residents and local governments addressing this problem?

3. According to the video, what is the single greatest cause of childhood visits to U.S. hospitals? How might air pollution be a factor in this statistic? Group students and have each research some of the "costs" of air pollution, in terms of human lives and health, climate change, property damage and changes in the ecology. Direct each group to prepare a chart, diagram or report that explains the effects of air pollution in any one or more of these categories.

LINKS:
http://www.imaja.com/imaja/change/environment/pollution/BurningIssues.html
http://www.databahn.net/cleanair/po1.html
http://www.lbl.gov/Education/ELSI/Frames/pollution-outdoor-f.html

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EDITOR'S NOTE:
instinct
migration
FLAP
sanctuary
air inversion
toxins

WORLDVIEW

Political Front : Serbia's Economic Sanctions

1. Why did the West impose economic sanctions on Serbia? What effects are these sanctions having on everyday life there? Why do some believe that international investment is needed to stabilize the Serbian economy? Why are some international companies eager to do business in Serbia?

2. According to the video, Serbia endured crippling economic sanctions during the Bosnian Conflict in the early to mid 1990's. Why were these sanctions imposed? Why were they lifted? Do you agree with the idea of using economic sanctions to influence another government's policies? Why or why not?

3. Using print and online resources have students identify incidents when economic sanctions have been imposed on other countries (such as South Africa, the United States, Cuba, etc.) Why were

sanctions imposed? Have students consider the responses of the various countries. As a class, discuss and decide whether the sanctions were effective. Was each worth the effort? What else, besides imposing sanctions, can be done to change a government's behavior?

4. The Balkan region has an extensive history of ethnic conflict. To better understand the conflict between Serbia and Kosovo it is important to know the evolution of events leading up to this conflict. Using multimedia resources have students create a timeline that identifies the various ethnic factions and significant events that preceded this current conflict.

LINKS:
http://www.iie.com/hotsanct.htm
http://www.npr.org/news/world/1998/Mar/980309.kosovo2.html
http://www.cnn.com/WORLD/Bosnia/history/index.html
http://www.usatoday.com/news/index/bosnia/nbos004.htm

Inside Asia: Threatened Ecosystems

1. What is the Living Planet Index? According to the index what percentage of the world's forests have been lost to development? What percentage of the world's natural environment has disappeared since 1917? Why is this problem acute in Asia? What factors might prohibit Asia as well as other countries from conserving environmental resources?

2. According to the video environmentalists are hoping that the Living Planet Index will compel people to protect our rainforests, oceans and fresh water ecosystems. To learn why it is important that we protect these natural resources have the students engage in the following activity: Conduct an Environmental Summit. Divide the class into three groups. Group #1 will represent the rainforests, group #2 will represent the oceans, and group #3 will represent the freshwater ecosystems. Using print and online resources, have each group define its environment and identify its geography. Then have each group conduct research to answer the following three questions: 1. Why is this environmental resource important to human survival? 2. What could happen to our planet if we exploited this resource? 3. What organizations are leading the efforts to protect this resource and how is this being done? Hold a forum where each group presents its findings. Conclude the summit by having each group develop an action plan that can be used to address one of these environmental issues.

LINKS:
http://www.worldwildlife.org/
http://forests.org/forests/asia.html

Where in the World? : Hotel Regina Baglioni

1. Why is the Regina Baglioni Hotel an important landmark? What event has inspired the restoration of the hotel? What is its architectural style? What style of furniture might guests see in their suite? What aspect of Italian culture will future guests experience when they stay at the Regina Baglioni Hotel?

2. Why is Queen Margherita of Savoy a significant historical figure? Why do you think Queen Margherita of Savoy stayed at this hotel? Much of the hotel's interior is being restored to its original 19th century splendor. As a piece of living history, what does the architecture of the hotel, its furnishings, decor and food reveal about Queen Margherita of Savoy and the culture of 19th century Italy?

3. Generate a class discussion about the importance of preserving historic landmarks. Then, working in small groups, have students assume the roles of architectural historians. Ask students to identify the different elements that comprise a culture (i.e., lifestyle, social class, industry, art, etc.) Have

each group design a historical landmark that will reflect their own culture. Students should select a familiar building and incorporate artifacts, food, music and activities that they think will reflect their culture. Have each group describe to the class what a person would experience if they visited their building. Discuss the assumptions a future visitor might make about their culture based on a visit to this landmark.

4. Why do you think the hotel includes traditional Italian dishes in its menu? Refer to the third website to obtain the recipe for Italian Pizza Margherita, a popular Italian dish created for Queen Margherita of Savoy. What do the ingredients, methods of preparation and method consumption indicate about Italian culture?

LINKS:
http://focus@focusmm.com.au/
http://www.heritagepreservation.org/
http://www.ktca.org/donnasday/creative/recipe17.html
http://www.knightlyorders.org/sav.html

EDITOR'S NOTE:
inflation
privatization
Kosovo crisis
World Wildlife Fund
conservationist
Rome
Edwardian Era
opulence

NEWSROOM CHRONICLE

Return to Space : Return to Space

1. According to astronaut John Glenn, is it difficult to eat and swallow food in space? Explain. How can eating in space be a messy experience? What role does John Glenn think America's youth should play in the space program? If you had a chance to ask Mr. Glenn a question about his experiences or about space travel, what might you ask him?

2. What kinds of experiments are being conducted on this shuttle mission? Direct students to the NASA websites below to learn more about the STS-95 mission and the activities of the astronauts on board. Group students, and have each group research and explain one of the experiments being conducted on this mission.

LINKS:
http://shuttle.nasa.gov/index.html/
http://shuttle.nasa.gov/index.html/aging.html
http://www.ksc.nasa.gov/shuttle/missions/sts-95/mission-sts-95.html

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EDITOR'S NOTE:
satellite
corona
solar winds
magnetic field

aerodynamics
weightlessness
sleep deprivation
microgravity

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 3, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:20... 04:35
Expansion of a Jewish settlement threatens to delay implementation of the Wye Accord.

In the Headlines ... 02:20... 06:55
IT'S ELECTION DAY IN THE U.S.

YOUR DAILY DESK ... 00:50... 07:45
International Desk ... 02:40... 10:25
Steven Spielberg's "Saving Private Ryan" has brought history back to life for some and brought objections from others.

WORLDVIEW ... 00:30... 10:55
Inside Russia ... 02:55... 13:50
Hard times force some Russians to sell produce to train commuters just to earn enough money to survive.

Taking Care of Business ... 02:40... 16:30
Asian students in U.S. universities feel the effects of economic hardship back home.

Around the World ... 01:40... 18:10
Bolivia is home to the world's only hotel made of salt.

Wild Kingdom ... 02:40... 20:50
Prehistoric fish have been found in the waters off Indonesia.

NEWSROOM CHRONICLE ... 00:55... 21:45
Return to Space ... 02:00... 23:45
NASA missions are responsible for many products we use everyday.

Our World ... 02:15... 26:00
A course in free speech for teens addresses rights and responsibilities.

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Wye Accord

1. What is the latest obstacle in the path to peace in the Middle East? Where is this housing settlement located? Why is the location of the project an issue?

2. Why did Israeli Prime Minister Netanyahu contact Palestinian Authority President Arafat on this issue? Why do you think President Arafat agreed to the delay on Israeli ratification of the Wye Accord?

3. How is the accord creating political problems for both Mr. Netanyahu and Mr. Arafat? Have students work in groups to research the political fallout for both leaders as a result of the recently-signed agreement. Share group findings. Discuss how the political alliances that are part of Prime Minister Netanyahu's coalition are deteriorating and how President Arafat now has to be concerned about civil unrest due to the Wye Accord.

LINKS:
http://cnn.com/WORLD/meast/9811/02/mideast.peace.02/index.html
http://www.pna.net/
http://www.israel.org/

In the Headlines : In the Headlines

1. What is a "midterm" election? In spite of the fact that there is no presidential race, why are political analysts watching today's elections very closely? What voting trend has emerged since 1980? How is this trend expected to influence the outcome of some races?

2. When was the political "Year of the Woman" in the U.S.? According to the video, what issue energized women voters that year? Do you agree or disagree with the quote from the video, "What Clinton has done for women is more important than what Clinton has done to women"? State your rationale. Do you think that women voters this year will be more complacent and satisfied with the status quo or more likely to be angry with the conduct of the president? Explain.

3. Direct students to the website below and have them read some of political analyst Stuart Rothenberg's analyses of House, Senate and Governor elections. Direct each student to select a local or statewide race in your state and prepare a simliar profile of that race, including an analysis of the candidate's positions on the issues and political strategies.

LINKS:
http://cnn.com/ELECTION/1998/

EDITOR'S NOTE:
Wye Accord
Hebron
ultranationalist
Islamic Jihad
filibuster
status quo
balance of power
midterm elections

YOUR DAILY DESK

International Desk : Omaha Beach

1. Where is Omaha Beach? What was D-Day? During what war did it take place? On what date did this operation happen?

2. Who is John Savard? What moved him to return to Omaha Beach? How did he describe the people in the movie theater the night he saw "Saving Private Ryan"?

3. Who were Dwight D. Eisenhower and Bernard Law "Monty" Montgomery? What did Eisenhower do after his military retirement? What other U. S. Presidents became famous first as military leaders?

4. In what respects was Steven Spielberg's film controversial? Earlier films, e.g. "The Longest Day," spent less footage on the carnage of this battle. In your opinion, which presentation is more effective? Why? What do you think was the difference in the goals of the two productions?

5. What other countries participated in the D-Day invasion? To what do Europeans object in this particular movie? Do you agree with these objections? Explain. Do you think that officers and enlisted men would have different opinions on how Omaha Beach should be remembered? Explain.

6. Was Steven Spielberg's "Saving Private Ryan" based on a true story? What was the family name seen in the movie as the Ryans? How did Frederic Nyland feel about being pulled out of the war? Do you think he should have been removed from battle? Why or why not? Have students research the Bixby Letter in a Civil War history book. Next, have students use the second website below to research the stories of real families whose sacrifices were similar to that of the Ryan family in the movie. Discuss how war demands sacrifices not only of those who serve but of entire families as well.

LINKS:
http://www.geocities.com/Hollywood/Studio/1327/accounts.html
http://www.geocities.com/Hollywood/Studio/1327/truepriv.html
http://www.nando.net/sproject/dday/dday.html
http://normandy.eb.com/
http://www.highrock.com/JohnGBurkhalter/D-day.html
http://www.rzm.com/pvt.ryan/movie/movie.html

EDITOR'S NOTE:
D-Day
Omaha Beach
Normandy
Operation Overlord
Dwight D. Eisenhower
Bernard Law Montgomery

WORLDVIEW

Inside Russia : Russian Entrepreneurs

1. "Communism, capitalism good times, bad. . . on train platforms all across this country this is and always has been the scene." Discuss how this statement explains what is going on at Danilov and

other train stations across Russia. What is being sold? Who has the advantage in the produce market here? The buyer? The seller? How long has the "entrepreneur" been trying to sell her wares? How many trains have come through this stop?

2. Where is the train going? Where is Arkhangelsk located? Find it on a map. What would the climate be like there? Why might people be going to Arkhangelsk? Who is Russia's closest neighbor at Arkhangelsk? What economic activities are conducted there?

3. How long has it been since the woman in the video has received a pension? On a good day how many rubles does she make? What has been happening to the Russian ruble? How many rubles could you buy with one dollar today? Use this opportunity to introduce students to the concept of currency equivalents.

LINKS:
http://www.alincom.com/russ/awd5.htm
http://www.bloomberg.com/markets/currency.html

Taking Care of Business : Asian Students

1. What problems are the Asian students at the University of Texas (and all over the U.S.) facing? Why do Korean wons "buy only half the U. S. dollars they did last year?" What did Kiwong mean when he said, "If I go to Burger King and want to buy a hamburger, which usually costs about two bucks, I have to spend about twice as much - three or four dollars - to buy a hamburger"?

2. What are these students doing to continue their educations? How is the University of Texas trying to help them?

3. What do you think will happen to Soegiono and Kiwoong Hong? Will they have to go home? What suggestions would you have for them? Are the students the only losers in this situation? Explain.

4. Many U. S. students attend universities with financial aid. What are some examples of student financial aid. Ask a professional from your school's guidance department to present a short talk on student loans, work/study, grants, awards, and scholarships.

LINKS:
http://cnn.com/WORLD/europe/9810/03/g7.meeting.02/index.html
http://cnn.com/WORLD/asiapcf/9807/30/indonesia.aid/index.html
http://www.bloomberg.com/markets/currency/
http://www.uta.edu/

Around the World : Bolivia's Salt Hotel

1. Why did Norca's father build the Salt Palace and Spa? When did he build it? What is the hotel like? What do you think Norca's father is like? Would you like to stay in this hotel? Why or why not?

2. Is the tourist interviewed in the video pleased with the accommodations? Do you predict success for the Salt Palace and Spa? Why or why not? Why are the guests asked not to lick the walls?

3. What is Bolivia's unique geographic situation? What other South American nation is landlocked? What are Bolivia's principal products? In what mountain range is Uyuni located? With what country does Bolivia share a border on the southwest?

4. Challenge students to think of a unique, geographically appropriate idea for a hotel. Divide the

class into small groups. Have each group plan this hotel and either draw a plan for it or write an essay describing the resort.

LINKS:
http://167.8.29.16/life/travel/leisure/t0803ap2.htm
http://rotunda.madriver.com/users/rtw2vt/bolivia/boliv.html
http://www.andeansummits.com/be-desert.html

Wild Kingdom : Dino Fish

1. What are some other names for the "dino fish"? In what two parts of the world were these dino fish found? Where, in Indonesia, did the biologist and his wife find the dino fish? How far apart were the two species found? What is the difference in the two species?

2. The Coelacanth Rescue Mission is an outgrowth of several coelacanth expeditions to the Comoro Islands originated in the 1980's by members of the Explorers Club. Why do you think some people believe it is so important to save the coelacanths? Challenge students to conduct research to determine whether the discovery of these fish from the dinosaur age lends credence to the existence of the Loch Ness Monster.

3. Indonesia is an archipelago. Celebes (or Sulawesi) is located approximately in the center of this island group. On a map of the Eastern Hemisphere, mark the locations of Comoro and Indonesia's Celebes (or Sulawesi) Island. Plot the path the coelacanth may have taken from one place to the other. Discuss the differences in coloration of the two specimens.

LINKS:
http://www.bbc.co.uk/animalzone/download/7coelaca.txt
http://www.dinofish.com/indoc.htm
http://www.dinofish.com/resc.htm
http://city.net/img/tra/mag/map/indone.gif
http://www.si.edu/resource/faq/nmnh/lochness.htm

EDITOR'S NOTE:
communism
capitalism
exchange rate
student aid
Uyuni Salt Flats
Andes Mountains
coelacanth
archipelago

NEWSROOM CHRONICLE

Return to Space : Return to Space

1. List some of the products that have been the result of NASA missions. How long has NASA been sharing its technology and the wealth that accompanies these products? How are these products improving the quality of life on earth? How do these products prove that science can work for "everyday people and not just for scientists?"

2. Assist students in finding other examples of products that are "spinoffs" of NASA missions. The

second website below should be of assistance. Have each student choose one product and prepare a poster that illustrates the product, states its purpose, and explains how it was created. Display student work around the classroom.

LINKS:
http://cnn.com/TECH/space/9811/02/shuttle.02/
http://www.sti.nasa.gov/tto/spinoff1997/contents.html

Our World : Teen Free Speech

1. What is the ACLU? How is the organization teaching students about free speech on campus? How do the instructors explain the rights and responsibilities that are associated with free speech? Why might some call this course "Rabble Rousing 101?" Would you agree or disagree with them? Explain.

2. According to the video, the ACLU course teaches students the "power of positive schmoozing." Ask students to explain what "positive schmoozing" is. How might "positive schmoozing" be applied to a situation in your school or community? Challenge students, working in groups, to come up with a plan for addressing a school or community problem that incorporates "positive schmoozing." Share group ideas. Discuss reasons why civility often produces results when exercising one's right to free speech.

3. Review the First Amendment to the U.S. Constitution with students. Then ask: If you were teaching a course on First Amendment rights, what would you want to impress upon those in your class? Divide students into groups and have each group generate an outline for its course. Direct each group to present its outline and explain its rationale for that approach. Ask groups how they would explain where one person's rights "begin" and another person's "ends." Why is the line between one person's rights and another's often blurred? What happens when the rights of one person infringe upon another's? Discuss.

LINKS:
http://www.vtw.org/speech/
http://www.cpj.org/
http://w3.trib.com/FACT/

EDITOR'S NOTE:
space aerobics
Gallup Poll
insulation
Multiple Sclerosis
free speech
strike
schmoozing
ACLU

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 4, 1998

This is a special edition of CNN Newsroom that aired LIVE at 4:30 a.m. ET to bring you the latest election returns in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:20... 01:20
Top Story ... 03:30... 04:50
U.S. voters cast their ballots for House, Senate and governors' seats in this year's midterm elections.

Election '98: The Senate ... 01:30... 06:20
The faces may be different in the U.S. Senate, but the numbers are the same.

Election '98: The House ... 02:30... 08:50
Some House contests went down to the wire.

Election '98: Governors ... 01:30... 10:20
There were 36 contests for governor across the U.S.

YOUR DAILY DESK ... 00:10... 10:30
Business Desk ... 02:00... 12:30
Counterfeit products rob their creators of revenue and often pose safety hazards to consumers.

WORLDVIEW ... 00:30... 13:00
Top of the World ... 02:50... 15:50
The Living Planet Index indicates that the world's natural resources are in jeopardy.

Did You Know? ... 03:00... 18:50
Once the hub of India's Moslem empire, today Chandni Chowk is a thriving bazaar.

NEWSROOM CHRONICLE ... 00:20... 19:10
"Kids Voting USA" ... 03:45... 22:55
"Kids Voting USA" gives young people a taste of the democratic process.

Campaign 2000 ... 02:15... 25:10
The end of midterm elections signals the kickoff of the next presidential campaign.

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Election '98: What's at Stake?

1. What major offices were at stake in this year's midterm elections in the U.S.? How often are congressional representatives, senators, and governors elected? What is meant by the term "balance of power?" Why is the balance of power especially significant in statewide races this year? What is redistricting? Discuss how redistricting resulting from the year 2000 census will affect future congressional representation.

2. How would you characterize the general mood of voters this year? Why do you think one White House official called this election "much ado about nothing?" How would you characterize the state of the U.S. economy? To what extent do you believe the economy played a role in the mood of the electorate? In general, to what extent do you think President Clinton's personal and legal problems played a role in voter decision-making? Based on what you have seen, do you think this election was a referendum on the president or on the state of the U.S. economy? State your rationale. Was either party the clear winner in this midterm election? Explain.

LINKS:
http://cnn.com/ALLPOLITICS/

Election '98: The Senate : Election '98: The Senate

1. What were the surprises in Senate races around the U.S.? Who were some of the winners and losers in these races? Overall, was there a shift in the balance of power? Explain. Review the results of Senate races in the key states of Illinois and New York, where incumbents from both parties lost. What issues may have been the downfall of incumbents Carol Moseley-Braun and Alfonse D'Amato? What do you think can be learned from their experiences?

LINKS:
http://cnn.com/ELECTION/1998/results/senate.html

Election '98: The House : Election '98: The House

1. How many House seats were up for grabs this year? What are the totals for each party at this point? Do these totals indicate a substantial shift in the balance of power in the House? Explain. As a class, analyze these numbers and discuss whether voters are sending a "message" to Washington.

2. Former House Speaker Tip O'Neill once said that all politics are local. What did he mean by this? Review the results of congressional elections in your state and generate a class discussion about their significance. In students' view, did these individuals win because of national issues or local concerns? Discuss how congressional representatives translate the concerns of their local electorate into national policy.

LINKS:
http://cnn.com/ELECTION/1998/results/house.html

Election '98: Governors : Election '98: Governors

1. Although governors do not craft national legislation, their political ideologies shape state policies and indirectly affect what happens in Washington. How do victories by candidates like Jesse Ventura, George W. Bush, Jeb Bush and Gray Davis illustrate what's on the minds of voters in

their respective states? How might the politics of each of these governors have an impact on national issues?

LINKS:
http://cnn.com/ELECTION/1998/results/governor.html

EDITOR'S NOTE:
ballot measures
balance of power
census
redistricting
status quo
incumbent
governor's mansion
Senate

YOUR DAILY DESK

Business Desk : Counterfeit Products

1. What are "counterfeit" products? Why is counterfeiting so prevalent? Describe some instances in which counterfeit products can actually be dangerous to consumers.

2. How does the law attempt to protect creators of products and intellectual property (i.e., creative works such as music, movies, software) from counterfeiting? Refer back to the lead to this segment and generate a class discussion defining the terms copyright, patent and trademark. Then have each student locate an example of one of these protective devices on a product, invention, or creative work and bring the item into class. Discuss how the federal government attempts to protect these products from copying. Have students ever seen a "knock off" version of any of these items? If so, discuss how these products are copied and what is wrong with copying from ethical, legal and consumer protection perspectives.

3. Counterfeiting is a problem both in the U.S. and around the world, one that is causing strained relations among some nations. What is being done to counteract illegal copying in the U.S. and around the world? Have students consult the second and third websites below to learn more about the U.S. and international attempts to prevent counterfeiting and enforce copyright laws. Discuss the difficulties involved in enforcing these laws and prosecuting those who steal the inventions and ideas of others, especially in the global business arena.

LINKS:
http://www.brint.com/IntellP.htm
http://www.uspto.gov/
http://www.wipo.org/eng/main.htm

EDITOR'S NOTE:
counterfeit
virus
bogus
patent
copyright
trademark

intellectual property

WORLDVIEW

Top of the World : Living Planet Index

1. What is the Living Planet Index? Name the natural resources that are in jeopardy. What percentage of the world's natural resources have been depleted during the last 30 years? What factors have contributed to the depletion of the earth's natural resources? What percentage of the world's forests had disappeared by 1970? How much of the earth's forests are lost through deforestation and development every year?

2. Who is responsible for depleting our natural resources? Why are animal populations declining? Why is there a high demand for land? Ten percent of the world's tree species are facing extinction. What will happen if these trees disappear? What can be done to stop the destruction of natural resources? What would happen if there was a moratorium on logging? How could this impact society?

3. Have students generate a list of products that are made from wood (paper, pencils, furniture, etc.) Have students keep a log for two days (one weekday and one weekend day), citing the name of the product and the number of times they use the item. Have students share their findings, noting if the items they used were essential. For each product student should try to identify ways of duplicating the product's function without using trees or other natural resources. To conserve our natural resources, ask students to identify ways to limit their use of these products.

4. Though we are in jeopardy of depleting our forests, why are logging companies still conducting business? Have students assume the role of corporate executives for a Brazilian logging company. Pretend that the United Nations is planning to impose a ban on logging in Brazil. Using online and print resources, have students develop speeches justifying their company's needs to continue logging in the rain forests.

LINKS:
http://www.worldwildlife.org/
http://forests.org/

Did You Know? : India's Moonlight Square

1. What is Chandni Chowk? Where is it located? How long has Chandni Chowk been in existence? Why is the Chandni Chowk considered an important historical area? What items can be found at Chandni Chowk? How is Chandni Chowk different from other marketplaces in Delhi?

2. Why do you think the bazaar is still in existence after 300 years? Why is Chandni Chowk also referred to as "Moonlight Square?" What does the bazaar contribute to the culture of Delhi? In her closing comments the reporter states that Chandni Chowk has become crowded and chaotic, and that the "romance [of Chandni Chowk] has given way to commerce." What does this statement mean?

3. As in India, in the United states the means of commerce has changed dramatically during the last two decades. Small shops and specialty stores have been replaced by large supermarkets and shopping malls. What are the advantages and drawbacks of these changes? Have students interview two or three adults (ages 35 or older) to learn how these changes have affected the subjects sense of community and lifestyle. In preparation for the interviews have the students brainstorm a list of interview questions. Have students write a paper summarizing their findings. Have students share their findings with the class.

LINKS:
http://www.chandnichowk.com/chandnichowk/
http://www.delhitourism.com/sightseeing/old-delhi.html

NEWSROOM CHRONICLE

"Kids Voting USA" : "Kids Voting USA"

1. What is the goal of "Kids Voting USA?" How does this program give young people a taste of democracy? Does it appear that this program is having an effect on students' beliefs about the power of the vote? Explain.

2. Introduce students to the term political efficacy. According to "Magruder's American Government" political efficacy is defined as "The belief a person has that his/her participation in politics (e.g., voting) can affect the workings of government." Help students contact the local Registrar of Voters and other resources to find out what percentage of eligible voters actually voted yesterday in their community. Discuss the significance of this statistic. Why do students think many people chose not to vote? To what extent is political efficacy a factor in this decision? What do students think can be done to increase the level of political efficacy among young people who will have the opportunity to make the political decisions of the future? Discuss.

LINKS:
http://kidsvotingusa.org/
http://kidsvotingusa.org/electionresults.html
http://www.ed.gov/pubs/EPTW/eptw8/eptw8d.html

Campaign 2000 : Campaign 2000

1. Why is the end of this midterm election seen as the beginning of Campaign 2000? Who are some of the early faces to watch as possible presidential candidates in the next election? What logistical challenges face them if they want to be serious contenders?

2. Have each student choose one of these political personalities and pretend that he/she has been appointed to head that candidate's task force. After researching the candidate's personal and political profile, have each student prepare a brief strategic plan for that individual. What political accomplishments should the candidate highlight? What issues should he/she champion? How might he/she best get "the message" out to the voters?

LINKS:
http://www.pathfinder.com/fortune/1998/980525/fir1.html
http://www.cspan.org/guide/executive/rwh/
http://www.niu.edu/newsplace/whitehouse.html

EDITOR'S NOTE:
democracy
tabulate
rival
fundraising
primary
underdog

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CNN NEWSROOM Guide

November 5, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:00... 04:15
Individuals and relief agencies try to lend assistance to those in need in the wake of Hurricane Mitch.

In the Headlines ... 02:45... 07:00
U.S. ELECTION REVIEW

YOUR DAILY DESK ... 00:40... 07:40
Science Desk ... 01:45... 09:25
A cosmic blast provides scientists with new information about stars.

Science Desk Extra ... 00:40... 10:05
Shuttle crew news conference today at 1:10 p.m. ET on CNN

WORLDVIEW ... 00:30... 10:35
Top of the World ... 02:40... 13:15
Japan's banking problems have far-reaching effects.

Inside North America ... 05:10... 18:25
County fairs are a part of the culture of rural America.

Fast Fact ... 02:10... 20:35
India's capital has the dubious distinction of being known as "the tinder box of India."

NEWSROOM CHRONICLE ... 00:35... 21:10
Jackson Pollack Exhibit ... 03:35... 24:45
An exhibit on Jackson Pollack highlights the career of this influential American artist.

Look Ahead ... 01:15... 26:00
Starting Nov. 16th: More Than a Game

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : In Mitch's Wake

1. Which nations have felt the full force of Hurricane Mitch? What did the storm do to people and property in these countries? How are other nations offering assistance in Mitch's aftermath? How does lending a helping hand help some individuals who have relatives in these countries deal with stress and apprehension?

2. At one point Mitch was a Category 5 storm, the most destructive kind of hurricane according to the Saffir-Simpson Scale. Have students investigate this scale and share their findings. What other storms have been a Category 5? How did Mitch, at the height of its power, compare to these? Discuss the reasons why Mitch is likely to be the biggest weather story of 1998.

3. Once Hurricane Mitch is now a tropical storm. What problems do tropical storms cause? How is Mitch impacting weather in Florida? Besides rainfall and wind, what are the byproducts of tropical storms on land and ecosystems?

4. Assist students in using the Internet and other resources to investigate the relief efforts for victims of Hurricane Mitch. Discuss the role of relief agencies in bridging the gap between governmental and individual efforts in the wake of disaster. Generate a class discussion about what students can do to help these efforts.

LINKS:
http://cnn.com/WEATHER/9811/04/mitch.03/
http://cnn.com/WEATHER/CAmerica/satellite_image.html
http://www.care.org/newscenter/mitch.html
http://www.caribredcross.org/

In the Headlines : In the Headlines

1. Who are some famous faces who won't be returning to Washington in January? CNN's Bruce Morton says that this election had "many close races but few trends." Do you agree or disagree with him? Explain. What is an incumbent? Why do you think so many incumbents won? Many pundits are saying that this election was not a nationwide referendum on impeachment. Was impeachment on the minds of voters in your community? Explain.

2. Direct students to pretend that they are aspiring candidates for House or Senate seats in the year 2000, from any political party. What have they learned from this midterm election? Poll students to find out who chooses to "run" from the Democratic, Republican, Reform, Independent and Libertarian parties. Group students by their party preferences. Challenge each party group to craft a television ad that capitalizes on the "lessons" of this election. After allowing ample time for rehearsal, have each group select a candidate and perform its television spot for the class. What is the message in each case? How do students think voters will receive that message?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/11/04/impeachment/
http://cnn.com/ALLPOLITICS/stories/1998/11/03/election/overview/getoutvote/

EDITOR'S NOTE:
Hurricane Mitch
tropical storm
hemisphere
moderates
conservatives
incumbents

YOUR DAILY DESK

Science Desk : Cosmic Blast

1. What cosmic event occurred August 27, 1998? How was it detected? About how far away was it? What was its impact on Earth? How was this event unique to astronomers?

2. Magnetars are born in the wake of a "parent" star's destruction. They are unusual because they have a solid crust and are estimated to only be about 10 km in diameter (smaller than the moon) and have a magnetic field around them about a thousand trillion times stronger than Earth's. How does this change your previous concept of what constitutes a star? How do you think such strong radiation (bursts 300 times stronger than the sun produces in an entire year) could be captured in such a small package?

3. Using the most current resources available (best bets are the Internet sites below or science related magazines from the end of August), have students investigate Magnetars addressing the following questions: How is a soft gamma repeater (SGR) different from other stars? Why are these stars now being called "Magnetars?" What happens when the crust of a Magnetar is pulled open by its magnetic fields? What process is this similar to on Earth? As a class, discuss their answers. Finally, have students draw what they think the eruption of energy (called "starquakes") would look like from different perspectives, from near the star, a star farther away and from Earth. Have them share their work and discuss their individual perspectives.

LINKS:
http://science.msfc.nasa.gov/newhome/headlines/ast20may98_1.htm
http://www.magnetars.com/
http://science.msfc.nasa.gov/newhome/help/glossary.htm

EDITOR'S NOTE:
star
neutron star
cosmic radiation
magnetic field
magnetar

WORLDVIEW

Top of the World : Japanese Problem Banks

1. What was wrong with the loans made by the Japanese banks in the 1980s? Why can't the banks lend money to companies today? How does this situation affect businesses in the United States?

2. What products does the U.S. sell to Japan? What products does the U.S. buy from Japan? Analyze the following quote from the video: "We take exports and sell them to Asia, and sell them to Latin and South America. And if the Japanese banking crisis is not fixed, it'll be a line that's drawn from Japan to Asia, to Latin and South America and right to the pocketbooks of American workers."

3. If you wanted to start a small business, where would you hope to get the money needed to do so? If your country's lending institutions quit offering loans, how would that affect your plans? Have students work in groups to learn about terms of finance, such as rates of interest and qualification.

from local lending institutions.

4. Group students. Have each choose a world stock market (e.g., Nikkei in Japan). See the second website below. Direct groups to make a graph of the index of the market's composite average in one color and plot it against the composite Dow Jones average for the New York Stock Exchange on the same graph in a different color. Discuss any similar trends and reasons for them.

LINKS:
http://cnn.com/WORLD/asiapcf/9810/23/japan.bank.bailout.01.ap/index.html
http://cnnfn.com/hotstories/economy/9810/30/moneyline_rubin/#TOP
http://www.cnnfn.com/markets/world_markets.html
http://www.cnnfn.com/markets/dow.html

Inside North America : County Fairs

1. What kind of competition is taking place in the video? To what organization do the young people belong? Where does the culmination of the competition take place? What is 4-H? What are the four H's? What are the other competitions at the county fair?

2. "City kids, they sit around and watch TV. When you live in the country you get to go out and have fun." Do you think this generalization from the video is fair? Why or why not? Are there examples of prejudice for rural America in this video? Explain. In what ways might the county fair and 4-H scene represent nostalgia?

3. If possible, have students interview members of the 4-H club. Encourage students to find out what projects and competitions 4-H clubs sponsor today. (The first website below may be of assistance.) Have each student write a five-paragraph essay supporting or rebutting the quotation in #2 above.

LINKS:
http://www.fourhcouncil.edu/
http://phc.mpr.org/
http://badger.state.wi.us/agencies/tourism/guide/reccnty.htm

Fast Fact : India's Fire Capital

1. Where does this story take place? What is New Delhi's nickname? What fraction of New Delhi's 1200 high-rise buildings do not meet fire safety standards? Why does New Delhi have so many fires? Are other Indian cities as lax in fire safety standards as New Delhi? Explain.

2. One victim's father says that the deaths by fire in the theater were murders. Do you agree with him? Explain. What could be done to improve fire safety in New Delhi? How do you think New Delhi's compliance with fire safety standards compares with that of the capital of the United States? (See 4th website below.) Do you feel that your own home and community are safe from fires? Why or why not?

3. Direct students to research the fire safety standards in your community, checking standards for public places such as those required for movie theaters and schools. Share student findings in class discussion. Discuss how public awareness of fire safety is an important component in preventing and surviving fire tragedies.

LINKS:
http://www.bfrl.nist.gov/
http://www.nfpa.org/
http://www.bfrl.nist.gov/forum.html

http://www.dcfd.com/welcome.html

EDITOR'S NOTE:
exports
stocks
write-off
rural
urban
poultry
New Delhi
shanty town

NEWSROOM CHRONICLE

Jackson Pollack Exhibit : Jackson Pollack Exhibit

1. Who was Jackson Pollack? How would you describe his art? When did Mr. Pollack create his work? What message did these creations convey to artists of the time? What technique did Jackson Pollack use in his art? Some critics found his style liberating, but others did not. Why did these call him "Jack the Dripper?"

2. What is abstract expressionism? Have students work in groups to find examples of abstract expressionism on the Internet or in print and share these examples in class. Discuss the common elements of this style. Then have students work in groups to learn more about other modernist styles. Have each group select one of these styles and profile its representative artists and works for the class.

LINKS:
http://sunsite.unc.edu/wm/paint/tl/20th/abs-expr.html
http://sunsite.unc.edu/wm/paint/auth/pollock/
http://sunsite.unc.edu/wm/paint/auth/pollock/lavender-mist/
http://www.salford.ac.uk/modlang/ote/aditri/modart/modart.htm
http://www.moma.org/

EDITOR'S NOTE:
Jackson Pollack
abstract expressionism
mural
canvas
unconventional
spontaneous motion
retrospective
gallery

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CNN NEWSROOM Guide

November 6, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:10... 06:25
TEACHERS: PLEASE PREVIEW THIS REPORT
The people of Honduras and Nicaragua face devastation and desparation in the wake of Hurricane Mitch.

In the Headlines ... 02:10... 08:35
WYE ACCORD DEBATE

YOUR DAILY DESK ... 00:40... 09:15
Editor's Desk ... 01:55... 11:10
California law now prohibits schools from practicing social promotion.

WORLDVIEW ... 00:30... 11:40
Top of the World ... 02:35... 14:15
A bleak economy has Russians worried about the prospect of winter food shortages.

Culture Watch ... 02:40... 16:55
Thanks to one woman, cultural change has come to a tiny village in India.

Who's Who? ... 02:30... 19:25
Pope John Paul II has been the spiritual leader of the world's Catholics for 20 years.

Taking Care of Business ... 01:35... 21:00
A partnership with a famous department store may be the ticket out of the slums for young Peruvian artists.

NEWSROOM CHRONICLE ... 00:30... 21:30
Return to Space ... 03:15... 24:45
John Glenn's family looks forward to his return to earth.

Look Ahead ... 01:00... 25:45
Next Week: "Dino School"

CNN NEWSROOM CLOSE ... 02:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : In Mitch's Wake

1. What is meant by the term "infrastructure?" What did Hurricane Mitch do to the infrastructure of Honduras? According to experts, how long will it take Nicaragua to recover from the storm's damage? How are other nations responding to the devastation caused by Mitch in Central America?

2. What are the immediate needs of those who have survived Hurricane Mitch? Are these needs being met? Explain. Why has it been so difficult to evacuate survivors? What new threats now face those who survived the storm? Explain how this environment is conducive to epidemic disease. How are authorities taking steps to prevent an epidemic? Why are the odds against them?

3. Thanks to modern media and the Internet, the plight of those who survived Hurricane Mitch has been publicized and a global call for help is the result. Have students work in groups to read more about this natural disaster and its costs, both in human and property terms. Then have groups search the Internet to learn more about relief efforts underway and discuss what they can do to help.

   EXTENSION: Some websites offer both Spanish and English versions. If yours is a Spanish language class, you may choose to have students read parts of the Spanish sites aloud or translate them into English, and check their accuracy on the English version of the site. Generate a class discussion in Spanish about what students can do to aid relief efforts.

LINKS:
http://cnn.com/WEATHER/9811/05/nicaragua.economy/index.html
http://lenz.unah.hondunet.net/Huracan/
http://www.care.org/newscenter/mitch.html

In the Headlines : In the Headlines

1. Why are some Israeli government officials voicing disapproval over the Wye River Agreement? Why does the plan to return land to the Palestinians concern some of these ministers? What is Prime Minister Benjamin Netanyahu doing to try to convince them that this agreement should be ratified?

2. What does Israeli Prime Minister Netanyahu want the Palestinians to do in regard to the wording of their national charter? Why do you think this is such a high priority demand to the Israelis? What are the consequences if Palestinian leaders do not vote to change their charter?

3. Each of the world leaders who helped bring about this agreement is performing a political "balancing act." Divide the class into groups and have each discuss how Yasser Arafat, Benjamin Netanyahu and Bill Clinton are each caught in a "balancing act" of sorts between two sides that have a stake in the Mideast peace process. Challenge groups to identify the sides in each balancing act. Then have each group choose one of the three world leaders above and draw a political cartoon that illustrates his particular political predicament. Post group work around the classroom.

LINKS:
http://cnn.com/WORLD/meast/9811/05/mideast.peace.02/
http://cnn.com/WORLD/struggle_for_peace/points.html

EDITOR'S NOTE:

infrastructure
cholera
epidemic
Red Cross
Cabinet
ministers
compliance
Hosni Mubarak

YOUR DAILY DESK

Editor's Desk : Social Promotion

1. In what state is this elementary school? How does the governor of this state feel about social promotion? Discuss the principal's statement, "to me, retention properly done, is not a failure, it's an intervention." What is an intervention? What is "proper" retention? What is self-esteem? In your opinion, how does being retained or promoted help or hurt a student's self-esteem?

2. Allow each student to choose one of these topics to briefly research: The study by the American Federation of Teachers (AFT), "Passing on Failure: District Promotion Policies and Practices" (released September 1997) -OR- Texas Governor George W Bush's position and solutions -OR- pros & cons of social promotion as presented in articles on the Internet. Then discuss with the class the reasons students are promoted when they haven't mastered the skills at the current grade level. What are the problems with just passing from grade to grade without learning the necessary skills? At what level in life does the problem catch up with the student? What's wrong with just keeping students in the same grade until they learn ALL the skills? Does repeating the same grade over help the student master the skills? What other help might be needed?

3. What is the policy on social promotion in your school? In your school district? In your state? What are the opinions of those in your school? Divide into small groups to survey your school principal & administrative staff, the PTA officers, some classroom teachers, parents, and students in the next higher or lower grade on their positions on social promotion vs retention. Make a bar graph to show the results of those surveyed "for" and "against" social promotion OR a pie graph to show the percentages of those who favor social promotion.

LINKS:
http://www.aft.org/edissues/socialpromotion/index.htm
http://www.tcta.org/social.htm
http://www.sacbee.com/news/beetoday/newsroom/edit/013098/edit02.html
http://www.examiner.com/daily/0412learning.html

EDITOR'S NOTE:
radical
social promotion
intervention
retention
self-esteem

WORLDVIEW

Top of the World : Russia Food

1. When the ruble crashed, store shelves became empty. What happened to food supplies? Is there a real shortage of food in Russia? Explain. How are food importers using this crisis to make money? How do western food producers see this as a chance to make money?

2. Using the Internet have students research and report on what Russians eat. Are these traditional foods? A Russian custom of greeting and welcome is a gift of salt and bread. Why? What part does food play in the Russian culture?

LINKS:
http://users.aimnet.com/~ksyrah/ekskurs/food.html
http://www.mac.doc.gov/bisnis/bulletin/9611lab2.htm
http://unlhrfsls.unl.edu/hrfs865/RUSSIA/FOOD.HTM
http://www.iep.doc.gov/bisnis/bulletin/9804ag.htm

Culture Watch : India Women Empowered

1. What did the United Nations do for this village? What did the women do to help Fatima Bi? Who did all the work? Why do you think girls did not ride bicycles before Fatima Bi became council leader? How have village banks helped the women?

2. Develop a unit on India using your school library collection, encyclopedias, and the Internet. Have small groups of students: Identify India on a map, mark the capital and write a short report on the population of the country (compare the numbers of women to men, educated to illiterate, rural to urban), the number and types religions in India and the number and names of languages spoken in India. Use the phone directory to locate any Indian restaurants in your town, get a menu if you can or find some recipes to report the types of food eaten and the spices used in Indian cooking. Have class artists draw the traditional clothing of men and women. If there are any Indian stores in your area, procure a tape or CD of Indian music to play as the students share their findings. As a follow-up to the video, discuss how culture impacts women's roles in India and how the women in this story might be thought of as cultural "pioneers."

LINKS:
http://air.kode.net/
http://www.allindia.com/sitemap/default.asp
http://www.mahesh.com/india/

Who's Who? : Who's Who?

1. Who was Cardinal Karol Wojtyla? Where was he born? How long has he been Pope John Paul II? Why was he selected to be pope by the College of Cardinals? What makes John Paul II unique among modern popes? What did the Pope do to the man who attempted his assassination?

2. Using the Internet sources listed and others found in a search engine, have the students find the answers to questions about what makes Pope John Paul II so popular and well-known around the world: How many languages does he speak? To what countries has he traveled? What is the first thing he does when he gets off the plane in a new country? How does he travel among the crowds of people?

3. For more advanced research, have students find the process by which popes are elected. Has this method changed much over history? How long have there been popes, how many have there been? Why did Cardinal Wojtyla adopt the name John Paul?

LINKS:
http://www.zpub.com/un/pope/unpope-bio.html

http://www.zpub.com/un/pope/index.html
http://www.golden.net/~wts/hamilton/reilander.html
http://headlines.yahoo.com/Full_Coverage/World/Pope_in_Cuba/
http://www.nj.com/popepage/images.html
http://www.bday.co.za/98/0323/world/w5.htm

Taking Care of Business : Peru and Harrod's

1. How will learning craft skills help students in Peru? Where is Harrod's Dept Store? Who is Mohammed Al-Fayed? How is he helping the Faith & Happiness School?

2. Since Mohammed Al-Fayed's son Dodi died in the tragic auto accident in Paris last year with Princess Diana, his name has been a household word. Using the Internet, have students find the answers to questions such as these: How long has Mr. Al-Fayed owned Harrod's? Locate the department store on a map of London. What kinds of things does the store sell? Discuss: Will the Peruvian students' ceramics fit into the merchandise?

3. Have students find photographic examples of Peruvian handicrafts on the Internet, in the encyclopedia, or from the library. Based on the designs found, have students draw samples of pottery they would make.

LINKS:
http://www.londonnet.co.uk/ln/guide/about/shoppingposh2.html
http://www.knightsbridge.co.uk/
http://www.ccimports.com/
http://www.ccimports.com/public/0Chibg.htm

EDITOR'S NOTE:
vested interest
surplus
grassroots
UNDP
pontiff
theologian
import
ceramics

NEWSROOM CHRONICLE

Return to Space : Return to Space

1. How did members of John Glenn's family feel as the shuttle DISCOVERY was launched into space? How did their mood change once DISCOVERY was in orbit? According to Annie Glenn, how is this mission different from her husband's first trip into space? What is she hoping for once the mission is over? According to Annie, what is the Glenn family tradition before John would leave on a "dangerous assignment?" How does this tradition illustrate the kind of relationship John and Annie Glenn have?

2. In this segment we see a different side of John Glenn, that of a husband and father. In addition to his career as an astronaut, Mr. Glenn has had a distinguished political career. Have students research John Glenn's multi-faceted professional life and his personal background. Direct each student to use his/her information to create a giant "John Glenn trading card" on a piece of

posterboard. On the front there should be a likeness of Mr. Glenn or perhaps images of him as astronaut, Senator, and family man. On the back students should briefly highlight the major points in his career and information about his personal life. Display the "cards" in the classroom.

LINKS:
http://shuttle.nasa.gov/future/sts95/glenn.html
http://www.spaceday.com/johnglenn/
http://www.senate.gov/~glenn/

EDITOR'S NOTE:
Annie Glenn
normalcy
e-mail
reunion

CNN NEWSROOM CLOSE

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November 9, 1998

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:15... 06:30
House Speaker Newt Gingrich shocks Washington by announcing his intention to resign.

In the Headlines ... 01:05... 07:35
RELIEF EFFORTS CONTINUE IN CENTRAL AMERICA

YOUR DAILY DESK ... 00:45... 08:20
Environment Desk ... 01:50... 10:10
Scientists continue to monitor the ozone layer to determine possible effects on global climate.

WORLDVIEW ... 00:30... 10:40
FYI ... 02:45... 13:25
China's government has declared a ban on logging on the upper Yangtze River.

Inside Europe ... 04:35... 18:00
Many French workers are willing to trade higher salaries in the private sector for the perks they earn as public servants.

Around the World ... 02:00... 20:00
Technology enables cyber-sailors to cruise along on a seafaring journey.

NEWSROOM CHRONICLE ... 00:30... 20:30
Return From Space ... 02:00... 22:30
John Glenn and the crew of DISCOVERY get a hero's welcome back on earth.

Teens "Heal the Bay" ... 04:05... 26:35
Teenage volunteers do their part to control water pollution in California.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Newt Gingrich

1. Who is Newt Gingrich? Why has he decided not to seek another term at his post? How did he rise to power in the GOP? What was the "Contract With America," and how did it play a role in his earning the Speaker's seat?

2. What problems, both personal and political, plagued Newt Gingrich throughout his career? To what extent do you think these charges were politically-motivated? To what extent do you think these problems were created by the Speaker himself? State your rationale in each case.

3. It has been said that Newt Gingrich's position on the issues was sometimes overshadowed by his style. What does this mean? How would you describe the political "style" of other leaders in the U.S. government? Discuss how style could work for or against an elected official in high office. Do you think Mr. Gingrich was a victim of his own style or a victim of those who didn't like it? Explain.

4. At present who are the major contenders for Speaker of the House? Have students work in groups to learn more about each of these individuals and share their findings. Based on the current political climate in Washington and on the information groups have gathered, who do they predict will be the next Speaker? Why? Encourage students to follow events in Washington to find out if their predictions were accurate.

5. What is the role of the House Speaker in the legislative process? Direct groups of students to conduct research to learn more about the Speaker's role and duties. Share findings in class discussion. What impact does the Speaker have on the legislative agenda? Discuss how the Speaker can be a balancing force with the President, the head of the Executive Branch.

   EXTENSION: Have each group of students choose one of the other House leadership positions (i.e., House Majority Leader, Minority Whip) and investigate how that leader is chosen as well as what the leader's role is in the legislative process. Have each group also find out who that current officeholder is. Share group findings.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/11/06/bio.ap/
http://cnn.com/ALLPOLITICS/stories/1998/11/06/newt.stuns/
http://cnn.com/ALLPOLITICS/stories/1998/11/06/how/
http://cnn.com/ALLPOLITICS/stories/1998/11/07/bios/
http://www.house.gov/

EDITOR'S NOTE:
Newt Gingrich
GOP
PAC
back-bencher
Speaker of the House
conservative
agenda
Contract With America

YOUR DAILY DESK

Environment Desk : Ozone Destruction

1. What phenomenon have scientists been tracking in the stratosphere above Antarctica for the last 20 years? By what process does this occur? What geographic landmass is about the same size as the hole this year? How much larger is the problem today then it was in 1996?

2. Explain how factors such as Antarctic weather patterns and decreased CFC use have different impacts on the rate of ozone depletion. Given the current trend, when do scientists predict the hole will start to heal itself? How do they think this will occur?

3. This story focuses on ozone depletion as a public concern; however, in some cases having too much ozone can be just as harmful. Using current electronic and print media have small groups of students investigate situations where the concern is too much ozone and situations where the concern is ozone depletion. Have students make a comparison chart or grid comparing the elevations, populations, and industrial density of the areas affected as well as the atmospheric strata or distance from the earth's surface at which the problem occurs. After each group presents its chart, conduct a whole class discussion about how to solve these problems. As students contribute their ideas, challenge them to considering whether or not there might be one solution that solves both problems simultaneously.

LINKS:
http://www.epa.gov/ozone/science/sc_fact.html
http://www.atm.ch.cam.ac.uk/tour/part2.html
http://www.latinolink.com/news/1031NMEX.HTM

EDITOR'S NOTE:
CFC's
stratosphere
cholorine
ozone layer
polar ice cap
TOMS

WORLDVIEW

FYI : FYI

1. What is logging? Why has the Chinese government outlawed logging? According to the video, what is the relationship between logging and flooding in China? What are some potential consequences of China's logging legislation for jobs, local businesses which rely on timber, for government spending, and for the environment? Have students create lists of short and long-term effects for both the continuation of logging in China and for implementing legislation to ban all logging. The article from the first Internet site below may offer some assistance. Ask: In this case, do the intended ends of the Chinese government's legislation justify the means? Discuss.

2. Have students use the third Internet site to research the history of logging in the United States. Ask: What laws does the United States currently have regarding logging? What are the issues fueling the logging debate? How do these issues compare with those faced by China? Generate a class discussion about the logging issue using the remaining Internet sites. Then have students work in groups to come up with a compromise to address the debate between the loggers and the "environmentalists." Is a compromise possible? For one sample compromise, read the article from the fifth Internet site. Direct students to write to their local representatives sharing their perspectives on the logging debate. Instruct them to be sure to include any references to how

logging legislation could affect your community and/or your state.

LINKS:
http://www.tibet.ca/wtnarchive/1998/8/30.html#1
http://www.betterworld.com/BWZ/9602/act.htm
http://www.edsanders.com/logging/history.htm
http://www.ezl.com/ppg/factshee.htm
http://www.kentuckyconnect.com/heraldleader/news/012998/fm3logging.html

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Inside Europe : France Public Servants

1. Who is Loic Hennekinne? For whom does he work? Why is his job called "public service?" Who pays his salary? How is public service differentiated from the private sector? In France, what percentage of the population works in the public sector? Name three jobs in France that are considered public service. Name a few private sector jobs. According to the video, most people who work in the public sector "earn less than equivalent jobs in the private sector." Why do you think this is true? How is salary determined in each case?

2. Use examples from the video to discuss some reasons why someone in France might prefer a public sector job to a higher-paying private sector job. What appears to be the biggest advantage to working in public service in France? Why? Why is there greater job security in public service than in private? What percentage of France's gross national product supports public sector jobs? Based on the first Internet resource, how does the government of France plan to create even more government jobs? According to the video, why might this present a problem for the French government? What are the pros and cons of "big government?"

3. Direct students to compare the public sector in France with that in the United States. Have them contact their local, state and national governments to find out what percentage of jobs in the United States are in the public sector versus the private sector. What percentage of the United States Gross National Product goes to funding public sector jobs? How do you account for the differences between the economies of France and the United States? Based on the information gathered from the video and Internet resources, have students argue for or against creating more government jobs in the United States.

LINKS:
http://comptons2.aol.com/encyclopedia/ARTICLES/00836_A.html
http://www.theage.com.au/daily/980213/news/news18.html
http://www.pse-net.com/joblistingfunc.htm
http://www.ccsd.ca/psdowne.htm

Around the World : Solo Sailors

1. What is the "Around Alone" competition? How is technology being used to expand awareness of this year's contest? What are the positive and negative effects of this "new level of connection" on the sailors? Who provides the images, e-mails and audio clips? What options are available to "cyber-spectators" to make them feel like they are a part of the competition? What experiences and sensations of the competition do the sailors point out as being not replaceable by electronic media?

LINKS:
http://www.aroundalone.com/

EDITOR'S NOTE:

Yangtze River
silt
Sichuan
tributary
social elevator
public servant
"cyber-sailors"
privacy

NEWSROOM CHRONICLE

Return From Space : Return From Space

1. What kind of welcome awaited DISCOVERY's astronauts as they arrived back in Houston? Why did one astronaut claim that the most exciting discovery made during the mission was the discovery of the "fountain of youth?" How did John Glenn feel upon returning to earth? Why will he be undergoing medical tests?

2. This year NASA celebrates its 40th anniversary. In the video we learn that there will be a parade in Houston on Wednesday in celebration of this milestone. Have students learn more about forty years of space exploration by checking out the second website below and other online and print resources. Then group students, directing each to choose one event, mission or discovery in NASA's history and use the information it has researched to create a small-scale parade float commemorating that piece of NASA history.

LINKS:
http://cnn.com/TECH/space/9811/08/astros.presser/
http://spacelink.nasa.gov/Spacelink.Hot.Topics/

Teens "Heal the Bay" : Teens "Heal the Bay"

1. What is "Stream Walk?" Who sponsors this program? Who participates in it? What do the teenage volunteers do as they patrol the stream? What are they trying to discover? How do they deal with a problem once they have identified it? What are some of the problems that are plaguing these California waterways?

2. The Heal the Bay organization publishes a "report card" on the health of some bodies of water in the Malibu area. Direct students to consult the first website below and review this report. Then, as a class, list local streams/rivers/lakes/beaches in your area and discuss what "grades" students would give each. What kind of information would a person need in order to assign each of these waterways a "grade?" How might one obtain that information?

LINKS:
http://www.healthebay.org/
http://www.essential.org/earth_day/water/water.html

EDITOR'S NOTE:
fountain of youth
Johnson Space Center
lagoon
watershed
septic system

run-off
Heal the Bay
GPS

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:00... 04:15
Relief workers scramble to get basic necessities to stranded victims of Hurricane Mitch.

Capital News ... 02:00... 06:15
There's more bad news on the legal front for President Clinton.

YOUR DAILY DESK ... 00:30... 06:45
International Desk ... 02:00... 08:45
Indian artist "Bannu" creates miniature art prized by collectors around the world.

International Desk Extra ... 02:40... 11:25
TEACHERS: Please preview this segment.
A Holocaust survivor recounts his ordeal on Kristallnacht and in the death camp at Treblinka.

WORLDVIEW ... 00:35... 12:00
Top of the World ... 03:40... 15:40
Bangladesh weavers may find demand for their talents among London's fashion-conscious.

Political Front ... 03:15... 18:55
The island nation of Cuba must adapt policy and practice to an aging population.

Culture Watch ... 03:00... 21:55
Buddhism appears to be making a comeback in China.

NEWSROOM CHRONICLE ... 00:30... 22:25
Coaches vs. Drugs ... 03:45... 26:10
Coaches across the U.S. are getting involved in the war on drugs.

CNN NEWSROOM CLOSE ... 01:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : In Mitch's Wake

1. Describe the current situation in areas of Central America affected by Hurricane Mitch. Approximately what percentage of the region's population has been impacted by this killer storm? What is the economic impact of the storm in Honduras and Nicaragua?

2. What is the most precious commodity for most storm-ravaged towns in Honduras? How is water brought to these villages? Who brings it there? Do you think this is an appropriate task for the U.S. military? State your rationale.

3. Ask students to consider what they would need if they were victims of a natural disaster like Hurricane Mitch. What basic needs would they have to address immediately? Which would they need over time? What could they live without? Generate a class discussion about the immediate and long-term needs of disaster victims. Have students consult the Internet and other resources to learn more about what they can do to help meet these needs.

LINKS:
http://www.cnn.com/WORLD/americas/9811/09/mitch.01/
http://lenz.unah.hondunet.net/Huracan/Help.html
http://lenz.unah.hondunet.net/Huracan/how_can_you_help.html
http://www.redcross.org/index.shtml
http://www.redcross.org/news/index.html

Capital News : Capital News

1. Explain why yesterday's Supreme Court decisions were losing decisions for President Clinton. How are these decisions likely to affect Bill Clinton's successors? How did Independent Counsel Ken Starr's office react to the Court's decisions? What other potentially bad news was received by the President? Why is Attorney General Janet Reno considering the appointment of another Independent Counsel? Do you think she should appoint one? Why/why not?

2. Why are some experts predicting the latest Supreme Court rulings will have "a chilling effect" on the presidency? What are legislators considering in order to counter this effect? Review the meaning of the principle of checks and balances among branches of the U.S. government. If legislators are successful in passing new laws extending a "protective function privilege" to the Secret Service, how might checks and balances intervene to reverse that action?

3. Challenge each student to interview a local attorney on the meaning and significance of the attorney-client privilege. Why is it a cornerstone of the justice system? Have students ask the attorneys why the Clinton case involving attorney-client privilege is different from that of the average person. Have students share their findings in class discussion.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/11/09/privilege/

EDITOR'S NOTE:
debts
contamination
rapid deployment
attorney-client privilege
Janet Reno

Secret Service
protective function privilege

YOUR DAILY DESK

International Desk : India Miniature Painter

1. For what genre of painting is Ved Pal Sharma (Bannu) noted? How long has he been practicing his craft? Who were his teachers?

2. What do you find the most interesting aspect of Bannu's work? Why? Bannu says that the three most important things in miniature painting are dedication, practice and knowledge. Why do you think he feels this way? From what natural resources are Bannu's paints derived? What problems are presented by the use of these media? What benefits do they offer?

3. Have students compare and contrast Bannu's craft with that of a contemporary western artist such as Jackson Pollock, featured on Newsroom 11/5/98. Direct each student to summarize this information in a graphic organizer with materials, time, size, product, and subject included.

LINKS:
http://www.doshi.com/bombaymuseum/powm/tour/tour3.htm
http://india-site.net/ISN/arts/galleries/craft/index.html
http://www.webpage.com/hindu/daily/980614/09/0914076d.htm

International Desk Extra : International Desk Extra

1. What happened on what has become known as Kristallnacht? What does the word "Kristallnacht" mean? Who is Fred Kort? What are his memories of that night and the period after? Why do so few pictures of Treblinka exist? In what other way did the Nazis try to eradicate any testimony to that place? How did Fred Kort survive?

2. How would you describe Fred Kort's life today? Where does he live? What does he do for a living? Why does he give much of his fortune away? Why do you think many people who have been witnesses to human tragedy are often generous with their possessions and their time?

3. Assist students in locating and reading survivors' accounts of the Holocaust. In class discussion have students share what they have read and discuss how this horrible event impacted the lives of those who experienced it. Then group students. Challenge each to come up with an idea for a memorial to those who experienced Kristallnacht and the Holocaust. Have each group draw or create a small-scale model of its idea and present it to the class.

LINKS:
http://www.academicinfo.net/histgerm.html
http://www.vhf.org/
http://remember.org/

EDITOR'S NOTE:
genre
miniature
Jaipur
Bannu
Kristallnacht

Holocaust
Treblinka
mass grave

WORLDVIEW

Top of the World : Bangladesh Fashions

1. Who is Bibi Russell? What is her goal at the London Fashion Week? What is "fashion for development?" What prompted her to do this show?

2. Have each student draw a diagram to illustrate the relationship between the people of Bangladesh, Bibi Russell, the London Fashion industry and the consumer. Is this relationship a win-win for all parties involved? What are some potential short and long-term ramifications for this fashion show for each of the parties in the diagram? Discuss.

3. In closing, the reporter states, "The success of this show may be more about drawing attention to the problems in Bangladesh rather than fashion." Have students work in groups to research current conditions in Bangladesh and share their findings. How might this fashion show draw attention to the plight of the people of Bangladesh? Ask students: If your were a consultant to Bibi Russell, what suggestions would you give her on how to maximize the impact of the fashion show to benefit Bangladesh?

LINKS:
http://cnn.com/WORLD/asiapcf/9809/10/floods.01/index.html

Political Front : Cuba Aging

1. How is Cuba's population changing? What is causing the change? How is the discontinuance of sales to the former Soviet Union connected to the economic causes of this change? In spite of its third world status, how does Cuba resemble "rich" nations? Why are Cuban women having fewer or no children? Why are elderly people particularly vulnerable in Cuba's present situation? How are many of the elderly able to survive these conditions? Explain how this situation presents a unique dilemma for Cuba's younger generation.

2. Using the websites below, have small groups of students research age demographics of five countries of their own choosing and compare them to Cuba's in a graph or chart. Have groups present their charts. Discuss how a nation's demographic profile affects its social, political and economic concerns.

LINKS:
http://www.census.gov/ipc/www/idbpyr.html
http://www.census.gov/ipc/www/idbagg.html

Culture Watch : China' s Buddhism Revival

1. How is life in a Buddhist temple different from life in Chinese society? What happened to the temple in the video during Mao's Cultural Revolution? Why do you think the Red Army tried to destroy this temple? Why is Buddhism now making a comeback in China?

2. What was the Cultural Revolution? How did it change the political and social landscape of China? Have students work in groups to learn more about the Mao Zedong's Cultural Revolution, focusing on its effects on Chinese society, especially on religious practices. Share group findings.

Discuss reasons why, after years of oppression, religion appears to be experiencing somewhat of a rebirth in China.

LINKS:
http://www.ualberta.ca/~slis/guides/religion/buddhism.htm
http://www.pathfinder.com/@@RNHmuqKQNQAAQCOu/asiaweek/95/1215/feat4.html
http://www.vtex.net/samson/papers/berger.htm

EDITOR'S NOTE:
Bangladesh
weavers
UNESCO
fertility
mortality
Chairman Mao
Buddhism
Tibet

NEWSROOM CHRONICLE

Coaches vs. Drugs : Coaches vs. Drugs

1. Who is Barry McCaffrey? Explain the basic points of his new program to stop drug use among young people. What are the coaches asked to do to address the problem of drug use among student athletes? Why do many coaches and students feel that coaches can be effective in this regard?

2. What are steroids? Why do some athletes use these drugs? According to Coach Edwards, what is being done to address the problem of steroid use? What are the penalties for steroid use at your school? In your opinion, what can be done to prevent student athletes from taking steroids? Do you think the pressure to win plays a role in an athlete's decision to use body-enhancing drugs? Explain.

3. Working in groups, have students research some of the other anti-drug programs targeted at students. Have each group learn more about each program and determine whether it could be effective. Reconvene the class and have groups share findings. Discuss which approaches seem to work best/ least with young people when it comes to promoting an anti-drug message.

LINKS:
http://www.ncaa.org/news/19980720/comment.html
http://www.nysphsaa.org/html/prog/actiontargetprog.html
http://www.humankinetics.com/product/proddesc/PRIN0715.htm

EDITOR'S NOTE:
Barry McCaffrey
steroids
playbook
athletic director

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 11, 1998

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 01:50... 04:20
The standoff over weapons inspections in Iraq is quickly approaching a state of crisis.

In the Headlines ... 02:30... 06:50
NATIONS RUSH TO ADDRESS ECONOMIC, HUMAN NEEDS IN THE WAKE OF HURRICANE MITCH

YOUR DAILY DESK ... 01:05... 07:55
Business Desk ... 02:45... 10:40
Twenty years after deregulation, much has changed for consumers and for businesses in the airline industry.

WORLDVIEW ... 00:30... 11:10
Information Please ... 02:35... 13:45
The Asian financial crisis jeopardizes Singapore's economic growth.

Culture Watch ... 03:00... 16:45
An adopted Russian boy adjusts to life in the United States.

FYI ... 03:05... 19:50
The Vietnam Reunification Express attempts to unite a once war-torn nation.

Inside North America ... 02:15... 22:05
In spite of physical challenges, Fred Blount volunteers 40 hours a week at the Boys and Girls Club.

NEWSROOM CHRONICLE ... 00:55... 23:00
Our World ... 02:30... 25:30
Take these young comedians, please.

What's Online? ... 01:00... 26:30
Visit a website that shows you how to start a petition.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iraq

1. Why have tensions been building between Iraq and the U.N. since late October? What is the U.S. proposing to "break the cycle of defiance and threats?" What would be the goal of a possible U.S. military action?

2. What are sanctions? Why does Iraq claim that the U.N.-imposed trade embargo is "robbing it of its future?" Generate a class discussion about how Iraq is using the sanctions to gain sympathy among some nations. As a class, locate and review newspaper and magazine articles about the sanctions' effects on life in Iraq. Discuss the images and words used to describe what is happening there. What effect, if any, do these images and words have on the class? What effect do students think the words and images have on others who see these articles around the world? What would the Iraqi leadership have to do in order to get the sanctions lifted? Why do students think the leaders refuse to cooperate?

3. As Commander-in-Chief of the Armed Forces, U.S. President Clinton has to make a decision on whether or not to order a military strike against Iraq. Ask students: If you were his advisors, what would you recommend? Have students work in groups to search for information on Iraq's weapons of mass destruction, and review their findings within the group. The websites below should be of assistance. Then have each group recommend a course of action, explaining its decision and rationale based on the evidence it has gathered.

LINKS:
http://www.fas.org/man/dod-101/ops/iraq.htm
http://www.cnn.com/SPECIALS/1998/iraq/9802/weapons.effects/
http://www.cnn.com/SPECIALS/1998/iraq/

In the Headlines : In the Headlines

1. Why have former U.S. Presidents Bush and Carter traveled to Central America? What did they see there? How will the devastation have an immediate impact on the economies of Honduras and Nicaragua? What are some nations doing to help?

2. To ease some of the economic losses resulting from Hurricane Mitch, the World Bank has announced it will send $200 million in emergency cash to the region. Use this opportunity to familiarize students with the World Bank and its role in global economic development. Using the website below and other resources, have students conduct research to learn more about the World Bank. Discuss the importance of this organization in promoting stability among national economies.

LINKS:
http://www.worldbank.org/

EDITOR'S NOTE:
sanctions
embargo
resolve
aircraft carrier

Commander-in-Chief
weapons inspectors
Kuwait

YOUR DAILY DESK

Business Desk : Airline Deregulation

1. What is deregulation? Why are industries sometimes deregulated? When industries are deregulated, what, in theory, "regulates" businesses within that industry? Besides the airline industry, what other kinds of industries have been deregulated in recent years? In your opinion, should any industries be regulated by the government in a free market economy? Explain.

2. Which airlines ruled the skies in the 1970s? What federal agency governed the airlines by controlling ticket prices and routes? Who is Alfred Kahn? Why is he known as the "architect of deregulation?" What was the goal of the "Airline Deregulation Act of 1978?" How did this law change air travel?

3. Both the Department of Transportation and the Air Transport Association claim that deregulation has been a resounding success. Why? Others claim that deregulation has resulted in a "survival of the fittest" mentality in the airline industry. Explain what this means. Discuss how increased competition might make or break some airlines.

4. Assist students in learning more about the pros and cons of airline deregulation and share their findings in class discussion. Then direct students to interview either commuters who fly often or professionals in the airline industry to get their perspectives on deregulation. Challenge each student to use his/her information and interviews to write a paper evaluating the benefits and drawbacks of airline deregulation.

LINKS:
http://www.heritage.org/library/backgrounder/bg1173es.html
http://airlinesafety.com/faq/faq3.htm
http://www.usnews.com/usnews/issue/980427/27glas.htm
http://www.fsu.edu/~spap/orgs/apsa/vol3_no1/knott.html

EDITOR'S NOTE:
deregulation
CAB
hub
DOT
survival of the fittest
competition
frequent flier miles
Alfred Kahn

WORLDVIEW

Information Please : Singapore Blues

1. Where is Singapore located? What industries are prominent in Singapore? What are the names of two countries mentioned in the video that have close economic ties with Singapore? What is the

effect of the economic crisis on Singapore's port? Why might Singapore's role as a regional hub for international business be in jeopardy?

2. Reference the first website below to address the following questions: What is the "Asian financial crisis"? Which countries are involved? What factors have contributed to this economic crisis? Singapore is experiencing "negative economic growth." What does this mean? Why is Singapore's economic prosperity linked to the economic prosperity of Indonesia and Malaysia? What resources and options does Singapore have to mitigate their current financial crisis?

3. Divide the class into three groups. Have one group represent Singapore, another Malaysia, and another Indonesia. Using multimedia resources, have each group research the geography, culture, and current political and economic status of its country. Have students research what action these countries have taken to aggravate or mitigate the Asian economic crisis. Have students write a report and present their findings to the class. Discuss how these countries have influenced modern economy. What lessons can be learned?

LINKS:
http://coombs.anu.edu.au/WWWVL-AsianStudies.html
http://www.ilo.org/public/english/60empfor/cdart/bangkok/index.htm
http://bmw.nmi.net.sg/index.html

Culture Watch : International Adoption

1. From what country was Nick adopted? Why was Nick given up for adoption? How many children from outside the United States are adopted by American families each year? Why are many orphanages in Eastern Block countries unable to provide adequate care? What problems did Nick encounter while living at the orphanage in Moscow? How did these problems affect his development? What factors have enabled Nick to adjust to his life in America and overcome his developmental obstacles?

2. Why do people adopt children from other countries? Why is international adoption from Eastern Block countries a "phenomenon of the fall of the Iron Curtain?" What are the positive and negative consequences for children who are adopted by people from another country? Do you think international adoption is a good idea? Why/why not? According to the video, "the resiliency of children represents the tenacity of mankind to hold on." What does this statement mean? Give an example.

LINKS:
http://www.rainbowkids.com/
http://adoption-research.org/
http://www.jcics.org/russia.html

FYI : FYI

1. What is the Vietnam Reunification Express? How long has the train been in operation? What event precipitated the operation of the train? What is the significance of the 17th parallel? What historical cities are now connected by the Reunification Express? Which countries engaged in trade with Vietnam during the 17th century? What commodities did the Vietnamese use as trade?

2. What was the geographical and political composition of Vietnam during the Vietnam War? What type of government is currently in power? What is the purpose of reunification? Why do you think the Vietnamese government instituted the Reunification Express? How has the train contributed to the reunification process? What kinds of changes.do you think the people of Vietnam have experienced since the end of the war?

3. Prior to beginning this activity, students should use multimedia resources to learn about Vietnam's cultural and political history during the 20th century. Divide students into small groups. Have each group develop a skit that depicts the experience of riding on the Reunification Express from the perspectives of a South Vietnamese, a North Vietnamese and an American tourist. Have each group choose one aspect of Vietnam's reunification, such as the fact that Vietnam is no longer a divided country. Then have each student create a character. Each character should have a name, age, vocation, family background, and a reason for taking the train trip. Have students determine how their character would think and feel about this particular aspect of reunification. Using their characters and the setting of the Reunification Express, have each group develop a skit that conveys each character's perspective about the reunification issue. As a class, discuss the various perspectives of each skit's main issue.

LINKS:
http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam.html

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Inside North America : World Class Volunteer

1. What is volunteerism? What type of physical impairment does Fred Blount have? Where does Mr. Blount volunteer his time? Why does he volunteer 40 hours a week? Why is Mr. Blount an inspiration to others?

2. Mr. Blount began attending the Boys and Girls club at the age of 13. In what ways do you think Mr. Blount's childhood experiences influenced his decision to volunteer at the Boys and Girls Club? What does Mr. Blount gain by volunteering? How do the staff and children at the Boys and Girls Club benefit from Mr. Blount's time? Why is volunteerism important? Have you ever volunteered? If so, what did you learn from your experience?

3. Divide the class into small groups. Using print and online resources, have students identify organizations that provide volunteer services. Have each group prepare a list of each organization's name, the social issue(s) addressed by the organization, the organization's volunteer activities, and the age range of the volunteers. Have each group report its findings. Create a chart listing the social issues that are addressed by these organizations and the organizations' volunteer activities. Consider what might happen if these organizations and their volunteers did not exist. Discuss what kids can do to ameliorate social issues through community service.

4. Have students brainstorm a list of volunteer activities that they can do to enhance their school community. Sponsor a day/week of volunteer activity at your school. Divide your class into small groups, and have each group select an activity from the list. Have students outline a plan for how they will implement their activity during Volunteer Day/Week. Carry out the activities and discuss the students' experiences.

LINKS:
http://www.kidscampaigns.org/
http://www.impactonline.org/vv/vonline2.shtml
http://www.servenet.org/

EDITOR'S NOTE:
Singapore
Asian financial crisis
Iron Curtain
risk factor
Vietnam War
17th Parallel
volunteerism

epitome

NEWSROOM CHRONICLE

Our World : Kid Comedians

1. How did the young comedians in the video "perfect" their routines? Who was their teacher? How did the young comics get their material? What were some of the subjects of their comedy?

2. It has been said that laughter keeps us sane. In a world filled with tragedy and often bad news, comic relief can be just what the doctor ordered for students (and teachers) who feel the pressures of modern life. Encourage students to laugh at their world by allowing them to create brief comic skits, songs, stand-up routines or poems, in groups or individually. Set rules for comic material in advance (e.g., "keep it clean" and non-offensive) and have groups/individuals submit brief outlines of their ideas for teacher approval. Then turn your class into a comedy club for one period and allow students to deliver their punchlines. Present awards to the funniest performers.

LINKS:
http://www.breakaway.org/openstudio/danasnow/wr/ACT/b7during.htm

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EDITOR'S NOTE:
amateur night
stand-up
comedian
routine

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November 12, 1998

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 04:15... 06:35
The U.S. sends more military hardware and troops towards Iraq as diplomats evacuate.

In the Headlines ... 02:45... 09:20
ISRAELI CABINET VOTES YES ON WYE AGREEMENT

YOUR DAILY DESK ... 00:10... 09:30
Science Desk ... 03:00... 12:30
The Hubble Telescope's new camera has found the most distant galaxies ever seen.

WORLDVIEW ... 00:30... 13:00
Top of the World ... 02:45... 15:45
Latin America's biggest economy feels the effects of global financial problems.

Political Front ... 01:55... 17:40
The grandson of a Cold War leader is making a name for himself as leader of Russia's United Communist Movement.

Taking Care of Business ... 02:15... 19:55
The writers, producers, and actors in a play about financial collapse are Japanese entrepreneurs who are living out the experience.

Culture Watch ... 02:15... 22:10
A hotel fit for a king beckons upscale tourists to return to India.

NEWSROOM CHRONICLE ... 00:30... 22:40
"Rocket Boys" ... 02:40... 25:20
A NASA engineer tells his story of Sputnik's impact on young Americans during the Cold War.

Our World ... 01:30... 26:50
The results of a new survey indicate that after-school jobs can be hazardous to your physical and academic health.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Showdown with Iraq

1. What signal is the U.S. trying to send to Iraq? How is the U.S. sending this signal? What kinds of aircraft, ships and weaponry are headed for the Persian Gulf region? According to Secretary of State Madeleine Albright, what is the purpose of this mission? An airstrike may mean that UN weapons inspectors never return to Iraq. Why, then, do you think the Pentagon believes an attack on Iraq is still the best course of action?

2. Why have most UN officials and humanitarian workers left Iraq? How will their absence affect everyday life in Iraq? How has the evacuation of these officials signaled the failure of diplomacy? Why are many Iraqis reacting to the threat of airstrikes with minimal concern?

3. U.S. General Hugh Shelton has accused Iraqi President Saddam Hussein of failing to live up to the agreements he made after the Gulf War and to the UN resolutions that have been aimed at Iraq. What do students know about the UN resolutions that have been passed in regard to Iraq? Have them use the first website below and other resources to identify some of these resolutions and their goals. Share student information in class. Discuss how Saddam Hussein has used the UN actions against Iraq to his political advantage in the Persian Gulf region. Has he complied with any of these resolutions? When he has not, how does he justify his actions?

   EXTENSION: Discuss the long-term implications of Saddam Hussein's political posturing among the Arab world. How have the UN resolutions forced the nations of the world to "take sides?" How might U.S. airstrikes further polarize those who sympathize with Saddam Hussein and those who believe military force is the only way to deal with him?

LINKS:
http://www.state.gov/www/regions/nea/un_res.html
http://www.cdn-friends-icej.ca/medigest/mar98/perspect.html
http://cnn.com/SPECIALS/1998/iraq/9802/military.moves/new.weapons/index.html

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In the Headlines : In the Headlines

1. How many "yes" votes was Israeli Prime Minister Netanyahu able to secure from his cabinet on the Wye River Memorandum? How many ministers sit on his cabinet? Is this vote a resounding note of support? Explain. Summarize the four new stipulations that Israel has added to the interim agreement.

2. Explain how the pending showdown with Iraq is impacting life in Israel. Why do you think gas masks are being distributed in Israel? How might this action influence the way Israelis feel about the interim peace agreement that was just signed with Yasser Arafat? Do you think the situation with Iraq makes it easier for Israelis to reject or accept the "land for security" deal? State your rationale.

LINKS:
http://cnn.com/WORLD/meast/9811/11/mideast.03/
http://cnn.com/WORLD/struggle_for_peace/background/

EDITOR'S NOTE:
unfettered
UNSCOM
Kofi Annan
Saddam Hussein
Persian Gulf
Baghdad
The Pentagon
diplomacy

YOUR DAILY DESK

Science Desk : Faintest Galaxies

1. What new feature of the Hubble Telescope is making it possible to see distant galaxies clearer than ever before? What kind of camera is it? How are the new images different from the old ones? What does the camera help filter out? What kinds of questions do scientists hope this camera will help answer?

2. The source for infrared radiation is heat. All objects with a temperature above absolute zero (-459.67 degrees Fahrenheit or -273.15 degrees Celsius), even objects that we think of as being very cold, such as an ice cube, emit infrared radiation. The warmer the object, the more infrared radiation it emits. Using this information and the information contained in the story explain how the infrared camera can help us capture images invisible to the human eye.

3. Infrared film that works in a standard 35-mm camera can be purchased from most well-stocked photography supply stores. Have your students compare infrared photographs to visible light photos by taking pictures of the same objects with both infrared and regular film. In infrared images, different levels of heat are represented by different colors. See if your students can identify the color/heat scale and then review it using the websites below. As an extension, or if infrared film isn't an option, have students try making an obstacle course for an infrared remote. Take turns placing a clear glass, a glass with water, textbooks, etc. between the remote and the TV and see which blocks the infrared beam from getting to the TV. Then spray baby powder between the remote and the TV and see what happens.

LINKS:
http://www.ipac.caltech.edu/Outreach/Edu/infrared.html
http://cnn.com/TECH/9705/12/hubble/
http://www.earthsky.com/specials/hubble.html

EDITOR'S NOTE:
Hubble Telescope
galaxy
infrared
gas cloud

WORLDVIEW

Top of the World : Brazil's Money Crisis

1. Why are so many cars waiting for buyers in Sao Paulo? Why can't people afford these cars? To

what nation's plight was the Brazilian government responding when it raised interest rates? How has the Brazilian stock market performed recently, according to this story?

2. Russia has thus far failed to qualify for an IMF loan. Explain the domino theory in relation to what has happened to the Volkswagen dealer in Sao Paulo because of the global financial crisis, especially in relation to the Russian crisis.

3. This story includes predictions and hope for the "D-Day" (October 20th) when the Brazilian government would announce its new fiscal package. Have students use the third, fourth, and fifth websites below to update this story and find out if Brazil qualified for IMF and U.S. loans.

LINKS:
http://volkswagen.com.br
http://www.bts.gov/programs/itt/latin/south/brazilecono.html
http://cnn.com/WORLD/americas/9811/05/RB001084.reut.html
http://cnn.com/WORLD/americas/9811/05/RB002607.reut.html
http://cnn.com/WORLD/americas/9810/29/RB002403.reut.html

Political Front : Russia-Brezhnev

1. What is the name of Russia's newest political party? Who founded this party? What was his grandfather's name? For what was he known? In what mannerism does Andrei resemble his grandfather? What political party ruled Russia (the USSR) from 1917 until 1991? What form of government does Russia have today?

2. Why might Russians today remember the days of communist rule with nostalgia? What has happened to the ruble? (The devaluation of the ruble was discussed in Worldview 11/3/98.) What economic crisis is Russia facing today? How is the economic crisis impacting the political climate in Russia?

3. Have students conduct research to learn more about Leonid Brezhnev. What was his style of leadership? What was his role in the Cold War? Have students share their findings in class discussion. Why might some Russians today long for the days of Leonid Brezhnev? Discuss. (NOTE: CNN is currently running a series on the Cold War on Sunday nights at 8 pm ET. Teacher resources are available, consult the Turner Learning website at http://learning.turner.com for details.)

4. In the United States elections, two sons of a former U. S. President were recently elected governors. Find their names. Discuss the political careers of the men of this family. In cooperative learning groups, research other political "dynasties," e.g., the Kennedy family, the Roosevelts, the Adamses, and the Harrisons. In addition to reporting on the fame of multiple members of a family, discuss the positive and negative influences of having a famous name especially in the political arena.

LINKS:
http://www.nd.edu/~astrouni/zhiwriter/spool96/96122005.htm
http://www.valley.net/~transnat/

Taking Care of Business : Japan Recession Play

1. Where is the play "The Day the Banks Vanish" being produced? Who are the play's writers, producers, and actors? What "surprise" did the audience members receive along with their playbills? What does Hiroshi Inoue, President of Aircon Services, hope to do next to alleviate the problems of his and his colleagues' businesses?

2. What is the goal of the play? In what ways is the play an appropriate or effective vehicle for sending a message to the thousands of small and medium business in the nation? Do you feel the play will inspire more pity or action? Give supporting arguments for your opinion.

3. As a class, brainstorm problems your school or community faces today. Group students. Challenge each group to develop a title and scenario for a play which could be a case study for one of these problems. Have groups share their ideas. Have the rest of the class evaluate the likely effectiveness of the play as a problem-solving technique in your school or community.

LINKS:
http://cnn.com/WORLD/asiapcf/9810/23/japan.bank.bailout.01.ap/index.html
http://cnnfn.com/hotstories/economy/9810/30/moneyline_rubin/#TOP
http://www.cnnfn.com/markets/world_markets.html

Culture Watch : India Fancy Hotel

1. What is the mood the founder of this hotel is attempting to create? What techniques does the founder use to create this mood? How much of the resort is authentically old? To what tourist trade is this hotel, and other similar hotels, catering?

2. In the video, the founder says he is attempting to provide "a completely different image of India." To what two "images" is he referring? Generate a class discussion of students' impressions of India. From where do they get their impressions? Do the images at the hotel in the video coincide with their impressions?

3. Discuss with students the appeal of nostalgia. Have each student identify a historic setting where he/she would like to spend the night. Direct each student to develop an advertisement for a resort, capitalizing on the historic relevance of the chosen site.

LINKS:
http://www.imaginativeindia.com/india.htm
http://heritagehotels.com/maharajaresorts/royal1.htm
http://www.linkindia.com/rajasthan/
http://www.rajasthanonline.com/

EDITOR'S NOTE:
IMF
Sao Paulo
communist
Leonid Brezhnev
apparatchik
monolith
recession
raj

NEWSROOM CHRONICLE

"Rocket Boys" : "Rocket Boys"

1. Who is Homer (Sonny) Hickam Jr.? Where and when did he grow up? How did he and his friends react to the launch of Sputnik? What did they do at "Cape Coalwood"? How did this experience lead to a career for Sonny? What are some of his career accomplishments?

2. Sonny Hickam's book "Rocket Boys" is being made into a movie called "October Sky." Both works focus on the mood of Americans at the time Sputnik was launched. Help students gain a greater appreciation for the emotional and educational responses to the early space race by having them research these reactions in the context of the "Cold War" climate. Have students share their findings in class discussion. Then challenge each student to write a newspaper article announcing the launch of Sputnik that could have prompted young people like Sonny Hickam to become interested in the space race.

LINKS:
http://www.aata.net/rocketboys.htm
http://www.batnet.com/mfwright/sputnik.html
http://www2.nas.edu/center/bybee2.htm

Our World : Working Teens

1. According to a survey by the National Research Council, what problems can some teenagers encounter when they have jobs? How can these problems lead to long-term academic and health concerns? Do you agree/disagree with the council's assessment of the teenage worker situation? Explain.

2. The Department of Labor is charged with enforcing the laws that protect minors (and all workers) on the job. The two Department websites below specifically address the concerns of young workers. Have students consult these sites to learn more about regulations and restrictions that apply to young workers and the Youth Worker's Bill of Rights. Which of these restrictions/regulations/rights do students think are a good idea? Do they think any are unreasonable? Discuss student reactions to the laws that govern employers who hire young workers. Then have the class use this information to create an informative brochure on the rights of student workers. Present copies of the brochure to your guidance office.

LINKS:
http://www.dol.gov/dol/esa/public/youth/home.htm
http://www.dol.gov/dol/esa/public/youth/cltour2.htm

EDITOR'S NOTE:
Sonny Hickam
Sputnik
"Cape Coalwood"
mining
hazardous
National Research Council

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 05:00... 07:00
Even in the face of threatened airstrikes, Iraq continues to defy UN weapons inspection demands.

In the Headlines ... 01:35... 08:35
STUDENTS PROTEST IN INDONESIA

YOUR DAILY DESK ... 00:35... 09:10
Editor's Desk ... 02:20... 11:30
Fish on the menu at the New England Aquarium has one animal rights group crying "foul."

WORLDVIEW ... 00:30... 12:00
Inside Africa ... 02:55... 14:55
Cuban doctors help to bring medical care to rural South Africans.

Culture Watch ... 02:40... 17:35
Some Russians take exception to the way they are portrayed in American-made films.

Did You Know? ... 02:50... 20:25
In a country plagued by widespread starvation, 30% of India's urban residents are obese.

Wild Kingdom ... 02:00... 22:25
The loss of once plentiful reindeer threatens a way of life for Mongolia's nomads.

NEWSROOM CHRONICLE ... 00:40... 23:05
Dino School ... 03:45... 26:50
Visit a high school that has its own accredited paleontology museum.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Showdown with Iraq

1. What event precipitated Operation Desert Storm in 1991? What actions did the United Nations take after Iraq's invasion of Kuwait? Besides punishment for Iraq's invasion, for what other reasons were these actions taken? What are "weapons of mass destruction"? Describe the mission of UNSCOM. Why did the representatives of UNSCOM want "unfettered" access to suspected weapons sites? How has Iraq responded to this demand?

2. How is the Iraqi leadership responding to the threat of U.S. airstrikes? Who is Tariq Aziz? Why do you think he labels the airstrikes "American aggression"? According to the video, does Iraq have much support for its stand among its Arab neighbors or other allies? Explain. What are the Iraqi people doing to prepare for a possible attack?

3. Use this opportunity to familiarize students with the events leading up to and beyond the Persian Gulf War. The websites below should help students, especially those who were too young at the time to realize what was happening. Have students examine the information available at these sites. Discuss the instances when the Iraqi leadership has challenged the world community and the consequences of those actions. Do students think there is another solution to the Iraqi crisis? Discuss.

LINKS:
http://cnn.com/SPECIALS/1998/iraq/9802/gulf.war.recap/prelude/
http://cnn.com/SPECIALS/1998/iraq/timeline/index.html

In the Headlines : In the Headlines

1. Why did thousands of students march on Indonesia's parliament? What issues were members of the People's Consultative Assembly debating inside? Did it seem the students' demands were being heard? Explain.

2. Have students work in groups to learn more about the political and economic climate in Indonesia. The websites below should offer some information. In class discussion, have groups share their findings. Why are the Indonesian students so insistent on accountability for former President Suharto? Why are they challenging the role of the military in Indonesia? Discuss how economic conditions in Indonesia exacerbate the political problems there.

LINKS:
http://news.bbc.co.uk/hi/english/events/indonesia/special_report/default.htm
http://www.rcti.co.id/Channel/News/

EDITOR'S NOTE:
Operation Desert Storm
Tariq Aziz
UNSCOM
Kofi Annan
Saddam Hussein
William Cohen
Jakarta
parliament

YOUR DAILY DESK

Editor's Desk : Fish or Foul?

1. Where is the New England Aquarium? How many people visit it each year? What does the New England Aquarium serve in the restaurant that causes controversy with PETA, (People for the Ethical Treatment of Animals)? Do the restaurant customers have a problem with eating fish? Explain. Have you ever been to an aquarium? If so, state which one(s) and describe the experience. Discuss whether you could eat fish during your visit to an aquarium.

2. Divide the class into two groups. Have one research the PETA position and the other research the New England Aquarium position on serving fish in the restaurant. Have each group hold a "press conference" to present its findings. Discuss student reactions to the information presented. Has anyone in the class changed an opinion about eating fish?

LINKS:
http://www.peta-online.org/
http://www.peta-online.org/news/gillwitch1198.htm
http://www.peta-online.org/facts/wil/fswil04.htm
http://www.neaq.org/
http://www.neaq.org/special/seafood.html

EDITOR'S NOTE:
ethical
aquarium
PETA
food service

WORLDVIEW

Inside Africa : Cuban Doctors in South Africa

1. Why is the South African government importing doctors from Cuba? Do the doctors become permanent residents of South Africa? Do the Cuban doctors work in fancy urban hospitals? Where do they work? How do the Spanish speaking doctors communicate with the non-Spanish speaking South Africans? What is the major disease the Cuban doctors find in remote areas? How do you think superstition can hinder health care? Have traditional healers accepted the doctors? Use evidence from the video to support your answer.

2. According to the UN's World Health Organization, poverty is the number one health problem. Have the students find and explore the WHO website to discuss: What is needed in developing countries besides doctors and medicine? What has the WHO/ICO done in other African countries to address public health problems?

LINKS:
http://lynx.who.ch/
http://www.who.int/ico/key.html
http://www.who.int/ico/few_stories.html

Culture Watch : Russian Movie Stereotypes

1. Discuss the impressions of Russians the students get from the film clips in this video. What is the

reaction to this portrayal by the member of Parliament? What do the Russian audiences think?

2. Divide the class into three groups to research on the Internet the film Dr. Zhivago and the novel by Boris Pasternak. Have one group write a short biography of Pasternak, one group write about the characters of Laura and Zhivago and one group summarize the plot. Share the reports with the class and discuss how this film/book each portray the Russian people as compared to modern Hollywood films seen in the video.

LINKS:
http://ourworld.compuserve.com/homepages/DouglasHartman/art.htm
http://webreview.com/oct13/reviews/russian/
http://us.imdb.com/M/title-exact?Doctor+Zhivago+(1965)

Did You Know? : India's Urban Obese

1. According to Indian experts why is a substantial percentage of the country's urban population obese? Why is obesity rare in India's rural areas? Why do the experts think more urban women than men are overweight? Do you think American people follow these same patterns? Why or why not?

2. Using the Internet sites listed, have the class find out what the experts say about American diets and obesity. Discuss: What is the suggested weight/height ratio for youth the students' age? How can physical activity control weight? What kind of diet is considered healthy and beneficial? What are the benefits of maintaining a healthy weight through exercise? How long should someone maintain a healthy weight?

LINKS:
http://www.nhlbi.nih.gov/nhlbi/cardio/obes/gp/phy_act.htm
http://www.lycos.com/health/flash/obesity.html
http://www.lycos.com/wguide/wire/wire_143861_52282_3_1.html
http://www.niddk.nih.gov

Wild Kingdom : Mongolian Reindeer

1. What are nomads? Is it hot or cold where these nomads raise reindeer? Why do they feed their animals to their families? Even with medicine for the reindeer, do you think the nomads can continue raising the animals as before? Why or why not?

2. Have the students locate Mongolia on a map. Find the northernmost province. Using the Internet sites listed, have students find out why reindeer are so well suited to live in this region. Have students find out what other crops or animals these nomadic people could raise. Could they still maintain their nomadic lifestyle if they raised agricultural crops? Discuss what the nomads can do to save their way of life.

LINKS:
http://bvoice.com/mong/heritage.htm
http://www.spri.cam.ac.uk/people/jeoh2/2mongol.htm
http://www.itv.se/boreale/bovts.htm

EDITOR'S NOTE:
superstition
tuberculosis
stereotype

obesity
endocrinologist
sedentary
Tsaatans
nomad

NEWSROOM CHRONICLE

Dino School : Dino School

1. What is unique about the Raymond M. Alf Museum? Who collects and prepares the bones and animal prints on display there? How did the school's fascination with fossils originate? What is meant by a "field oriented" program? What benefits does field work offer students?

2. Where do the students go to "hunt" for fossils? Describe what happens once the students find evidence of prehistoric life. Why does a paleontologist, amateur or professional, need a great deal of patience to do the job?

3. Challenge groups of students to act as cyber-paleontologists, searching the Internet and other resources for information on fossil finds. Direct each group to choose one of its "discoveries" and hold a press conference in front of the class publicizing the "find." Each group should present a picture of the fossil (a poster-sized drawing or diagram), discuss what kind of fossil was found (i.e., imprints, bones, molds/casts), to what species it belongs, how the fossil was removed and handled and what we can learn or speculate about the species from this find.

   EXTENSION: If your community has a museum of natural history or a university with a department of paleontology, consult one of its representatives and have that person address the class on the genuine experience of searching for and collecting fossil specimens.

LINKS:
http://www.gtlsys.com/index.html
http://www.uky.edu/KGS/coal/webfossl/pages/newsbrfs.htm
http://www.usatoday.com/life/science/paleo/lspindex.htm

EDITOR'S NOTE:
paleontologist
fossil
field work
Raymond Alf
imprint
plaster
Hydrosaurus

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 16, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:35... 07:05
The showdown with Iraq has been averted, for now.

In the Headlines ... 02:05... 09:10
JONES CASE SETTLED

YOUR DAILY DESK ... 00:40... 09:50
Environment Desk ... 02:00... 11:50
A Florida firefighter used disposable diapers to create a substance that could save lives and property.

WORLDVIEW ... 00:30... 12:20
Inside Asia ... 02:45... 15:05
As Bangkok begins operation of its mass transit service, commuters hope it will alleviate the city's traffic problems.

Now You Know ... 02:25... 17:30
Because of the influx of cars and increasing traffic, bicycles are banned from the streets of Beijing.

Wild Kingdom ... 02:30... 20:00
New fish-saving nets give young fish the chance to grow and fishermen a chance to prosper.

NEWSROOM CHRONICLE ... 00:30... 20:30
More Than A Game ... 06:00... 26:30
(Part I)Meet a legendary tennis coach who pushes his students to reach their full potential each day.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Showdown with Iraq

1. Explain how the Iraq Crisis has been defused, at least for now. To what conditions has Iraq agreed? Why are U.S. forces in the Gulf region remaining vigilant?

2. How close did Iraq come to being on the receiving end of a cruise missile attack? Why did the U.S. and Great Britain call off the attack? According to the video, how will the U.S. and Great Britain respond if there is another similar crisis? Do you think this kind of action is a good idea? Why/why not?

3. In his speech announcing Iraq's agreement to UN conditions, President Clinton expressed a hope that the people of Iraq would pursue a change of government. What do you think he was trying to say? How has Tariq Aziz responded to President Clinton's statement? Do you think President Clinton's statement was justified? Do you think he should have said what he did? Explain.

4. In 1976, President Gerald Ford signed an executive order forbidding U.S. government employees, or anyone acting on their behalf, from engaging in assassination plots. This order has helped shape U.S. policy towards leaders like Saddam Hussein. Have students work in groups to investigate this order and the current arguments in favor of rescinding it. Have groups share their findings. Ask: Should the CIA and other U.S. agencies be allowed to pursue the overthrow of other governments by any means? After class discussion, have each student write an opinion paper in response.

LINKS:
http://infomanage.com/secrets/saddam/cia.htm
http://washingtonpost.com/wp-srv/inatl/longterm/iraq/stories/robb021998.htm
http://washingtonpost.com/wp-srv/inatl/longterm/fogofwar/vignettes/v3.htm
http://wupa.wustl.edu/record/archive/1998/03-12-98/9701.html
http://www.usatoday.com/news/world/bomb126.htm

In the Headlines : In the Headlines

1. Who is Paula Jones? Why has she gone to court against President Clinton? What did she originally demand as settlement in this case? What settlement did she receive? How does her attorney feel about the settlement? What does the president's attorney think about it? Do you think it is significant that there will be no apology from the president? Explain. Do you think this settlement will have a lasting impact on President Clinton's legacy? Why/why not?

2. President Clinton's attorney had gone to court contending that a sitting president should not have to defend himself against a civil lawsuit. How did the Supreme Court rule in that case? Why do you think the Court ruled this way? What is "rule of law"? How do you think it applies to this case?

LINKS:
http://www.austin360.com/news/features/clinton/paulachron.htm
http://cnn.com/ALLPOLITICS/stories/1998/11/15/jones/

EDITOR'S NOTE:
IAEA
UNSCOM
Persian Gulf
capitulate
Paula Jones
sexual harassment
civil suit
settlement

YOUR DAILY DESK

Environment Desk : Pampering Fires

1. What is firefighter John Bartlett using to protect homes from fire damage in Florida? How did he get the idea for this? What characteristics does the "Barricade" gel have that makes it more desirable that the currently used foam? Where else is this product being tested?

2. Both "Barricade" and disposable diapers depend on a special ingredient called sodium polyacrylate, a cross-linked polymer made up of long chains of molecules that are interwoven like a fabric. How do you think this molecular weave structure might affect the substance's strength, stickiness, and resistance to fire and water absorbency? Explain.

3. Have students experiment with sodium polyacrylate by performing the following experiment. Have each student bring a disposable diaper, a pair of scissors and a sealable plastic bag to class. You'll need to provide colored water (water with food coloring in it) and some table salt. Have students cut around the edges of the diaper and separate the outer plastic, inner lining, and cotton padding parts. Have them carefully cut the cotton padding into small pieces and place them inside a plastic bag. Shake the bag vigorously for 30 seconds. Students should be able to see a small amount of white powder on the bottom of the bag. This is sodium polyacrylate. Have them remove the cotton-like padding from their bag, leaving the powder on the bottom. Have students add a quarter of a cup of colored water to the powder and explain what they see. As the sodium polyacrylate absorbs the water it forms a gel. Next, have several students add a tablespoon of salt and explain what happens. The salt takes the water out of the gel and deflates it. Have them infer what kind of water needs to be used when using "Barricade," and what might happen if coastal states tried to use saltwater from the ocean.

LINKS:
http://www.polymers.com/poly-faq.html
http://plc.cwru.edu/tutorial/enhanced/files/polymers/Intro.htm
http://www.polymers.com/dotcom/pdcmag/slime.html

EDITOR'S NOTE:
polymer
biodegradable
modification
"Barricade"

WORLDVIEW

Inside Asia : Thai Traffic

1. What is a mass transit system? Why is a mass transit system being built in Bangkok? What type of system is being built? Why is this project surrounded by controversy?

2. How is Bangkok's mass transit system project being funded? Why has the completion of the overhead railway been delayed? Why might the actual cost of operating the overhead railway be more than originally projected? How would the successful completion of the transit system affect Bangkok's economic and industrial infrastructure? Do you think mass transit systems are important? Why/why not?

3. If you have access to a mass transit train system, design a field trip where students explore the city using mass transit. Have students select several important local sites or events. Using a map of the

mass transit system, have students identify the routes to be taken to visit these sites. Throughout the journey have students take turns serving as tour guides. Follow up by having each student write a paper that discusses the benefits and drawbacks of using the transit system. Students should consider issues of safety, cost, and convenience. Have students recommend ways to improve the mass transit commuting experience. As a class, write a letter to the local mass transit authority informing it about the field trip and offering the students' observations and recommendations.

4. Divide your class into small groups. Using multimedia resources, including the second website below, have each group research an international city's transit rail system. Have each group identify the following aspects of each rail system: Its name, date of implementation, area serviced, number of people served, range of fares and significant features. Discuss the benefits and drawbacks of each system as they pertain to the environment, economy and culture of each city.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://pavel.physics.sunysb.edu/RR/metro.html
http://pw2.netcom.com/~interdev/bangkok.htm
http://www.railway-technology.com/projects/bangkok/index.html#bangkok7

Now You Know : Now You Know

1. Why have police banned bicycles on the streets of Beijing? What problems have automobiles caused for pedestrians and bikers in the city? What steps are being taken to manage the city's traffic problems?

2. What economic and political changes have occurred that have enabled more people in Beijing to buy automobiles? How might the increase of automobiles impact the lifestyle, environment and economy in Beijing? What are the benefits and drawbacks to having more automobiles? How might the banning of bicycles affect people who cannot afford to buy automobiles? Do you think banning bicycles will solve Beijing's traffic problem? Explain.

3. As a class, identify the various forms of transportation used within your community. Explore the environmental impact, safety concerns and efficiency of each mode of transportation. Using multimedia resources have students identify national and local organizations that establish transportation policy and regulate traffic in your community. Take your class to visit a major intersection(s) in your community. Have students observe the different methods of transportation, the flow and regulation of traffic, and whether the area safely accommodates vehicles, pedestrians and bicycles. Have each student write a letter to the local transportation department sharing observations and thoughts about traffic safety in their community.

LINKS:
http://www.aweto.com/china/
http://www.dot.gov/
http://news.pollutiononline.com/industry-news/19981012-8770.html
http://www.epa.gov/students/motor_vehicles_and_air_pollution.htm

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Wild Kingdom : Fish-Saving Net

1. What kind of animal is a pollack? What is the problem associated with catching this fish? How is this by-catch affecting the pollack population? Who is Ellen Pikitch? What is her invention? What modifications is she making to the net? What incentive do fishermen have to try this net? Discuss how Ms. Pikitch's net is both environmentally and economically beneficial.

2. Why are the small fish that are often caught with the pollack important to that ecosystem?

Generate a class discussion about the balance within an ecosystem's food chain, and what happens when one element of the chain is eliminated. Have students work in groups to research and identify one ecosystem and discuss what would happen if one component of its food chain disappeared. Have each group diagram its food chain on poster board, then present it and explain to the class how the rest of the chain would be impacted if natural or human intervention caused one species in the chain to disappear. Refer back to the video and discuss the long-range implications for other species in that area if fishermen decide not to use the new fish-saving net.

LINKS:
http://cgi.pathfinder.com/time/magazine/archive/1994/940404/940404.environment.html
http://www.thomson.com/rcenters/biology/member/student/oceansci/promo_feature5.html
http://www.marietta.edu/~biol/102/ecosystem.html
http://www.akcache.com/fishnet/

EDITOR'S NOTE:
Bangkok
gridlock
Beijing
pedestrians
bicycle ban
pollack
by-catch
incentive

NEWSROOM CHRONICLE

More Than A Game : More Than A Game

1. Who is Nick Bollettieri? How did he implement his dream of creating a tennis academy? Where is his academy located? According to its athletic director, what is the "myth" associated with the academy? What does he say are the goals of the academy? Do you think this is a good place for a person to learn these life skills? Explain.

2. What other sports are now part of the Bollettieri Sports Academy? Mr. Bollettieri believes that the techniques used in training tennis athletes can be applied to other sports. Cite evidence from the video that would support his claim. At the academy students receive technical, physical and mental training. What kind of mental training do you think would help a person excel in a sport? Why? How is Mr. Bollettieri's presence as a coach and teacher inspirational to his academy students?

3. One important aspect of training in any sport that is seen in today's video is sports medicine. Have students find out what the field of sports medicine is all about and the educational requirements necessary for one to enter this field. Encourage students who are interested in investigating sports medicine and training to pursue additional resources and talk to your school's athletic team coaches to learn more.

LINKS:
http://www.bhip.com/info/man97/man11am.htm
http://www.xu.edu/admissions/vbook/majors/athtrain.html

EDITOR'S NOTE:
Nick Bollettieri
self-esteem
coordination drills
atrophy
potential
hand-eye coordination

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 17, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:00... 04:15
The Leonid Meteor Shower makes its return engagement for earth's audiences today.

In the Headlines ... 03:00... 07:15
APEC MEETING TODAY

YOUR DAILY DESK ... 00:35... 07:50
International Desk ... 02:10... 10:00
A Mexican sculptors' exhibit depicts where they think science and technology are taking humanity as we approach the end of the millennium.

WORLDVIEW ... 00:30... 10:30
Top of the World ... 01:40... 12:10
Economic hard times force Thailand's poor to rely on charity to survive.

Where in the World? ... 04:05... 16:15
Protests over Islamic dress reignite emotions in secular Turkey.

Information Please ... 03:55... 20:10
TEACHERS: PLEASE PREVIEW THIS SEGMENT!
Saving wolves at the expense of the sheep, boar, and deer makes no sense to some living in the Carpathian Mountains.

NEWSROOM CHRONICLE ... 00:50... 21:00
More Than A Game ... 04:30... 25:30
(Part II)This sports academy offers students the chance to work on biology and their backhand.

CNN NEWSROOM CLOSE ... 02:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : The Lights of Leonid

1. What is a meteor? What is the source of the celestial debris that earth will pass through today? Why is this year's "show" expected to be especially brilliant? Who is expected to have the best view of this meteor shower? Why?

2. How often does a Leonid Meteor Shower take place? What effect could this event have on satellites orbiting the earth? How might modern communications systems be affected? Specifically, why are satellite operators concerned about the onslaught of cosmic debris? What precautions are the operators taking to minimize damage? According to researchers, what are the chances that a satellite will get hit?

3. Long before people understood what they were, celestial phenomena such as solar eclipses and meteor showers have been the subject of human fascination, speculation and fear. Ask students to consider what ancient people might have thought or done as they saw the Leonid Meteor Shower a thousand years ago. Then group students. Have each group choose any year when this phenomenon occurred and research where and under what conditions it was sighted. Taking into account the history and setting of this time period, have each group either produce a skit reenacting the event or write a journal entry by a person who witnessed it.

4. Since the Leonid Meteor Shower will likely be best viewed in the Eastern Hemisphere, offer students the chance to consult online resources to "experience" this event. The last website below offers possible "live" views of the shower online.

LINKS:
http://science.nasa.gov/newhome/headlines/ast10nov98_1.htm
http://medicine.wustl.edu/~kronkg/leonidlinks.html
http://www.cyberpath.net/leonids/index.html
http://medicine.wustl.edu/~kronkg/leonidlive.html

In the Headlines : In the Headlines

1. What is APEC? What nations are members of this organization? What items are on the agenda for this meeting? What is a tariff? Why did some APEC representatives want to cut tariffs? In what two "sensitive areas" has Japan refused to cut tariffs? How is this issue creating division within APEC? What other philosophical and political issues have caused tension? Why do some members believe that APEC has become irrelevant? Explain why some believe the Asian financial crisis offers APEC a real chance to prove itself.

2. While many support APEC and its mission, the organization is not without its critics, who have labeled APEC everything from "bad for the environment" to "undemocratic." Have students work in groups to collect information highlighting the positives and negatives associated with APEC and share their findings in class discussion. Broaden the discussion to include the pros and cons of membership in any international trading bloc. Do students think the U.S. has a place in these economic organizations? Why/why not?

LINKS:
http://cnn.com/WORLD/asiapcf/9811/15/apec.02/index.html
http://www.columbia.edu/cu/business/apec/whatis.htm
http://www.cs.ubc.ca/spider/fuller/apec_alert/fact_sheet.html

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EDITOR'S NOTE:
Leonid Meteor Shower
meteoroids
Comet Tempel-Tuttle
constellation Leo

tariff
WTO
APEC

YOUR DAILY DESK

International Desk : Millennium Art

1. What is the subject of the work representing the group of sculptors in the video? In the "sculpture," shown, what do the cast-iron wheels represent? What memory does Antonio Nava Tirado share? According to this clip, how are filmmakers portraying the end of the millennium?

2. "Finimillennarism" is a coined word. What is the meaning of this word? To what event does this word refer? Do you find the sculptors shown in the video pessimistic or optimistic about the future? What evidence supports your assumption? How do you feel about the finimillennium? For geography classes, have students study Mexican history to determine to what pre-Columbian group Antonio's ancestors might have belonged. After finding the pre-Columbian culture(s), see if you can determine their astrological beliefs and their astronomical accomplishments. For language arts or writing classes, ask students to write a paragraph, or essay, on what the end of the millennium means to them.

3. Suggest to students that there are two schools of thought regarding the "time" to appropriately celebrate the "end of the millennium." Have students prepare arguments on both sides of this issue: 12/31/1999 vs. 12/31/2000. Arrange a debate on this question.

4. In addition to these fears/hopes for the end of the millennium, there is a real technology problem dealing with Y2K. To learn the Y2K problems faced by Asia and Europe, as well as the U.S., direct students to the fourth website listed below.

LINKS:
http://www.rewired.com/98/0126.html=20
http://www.infinet.com/~art/
http://members.aol.com/spdtom/index.html?
http://cnn.com/TECH/computing/9811/13/asiahit.idg/

EDITOR'S NOTE:
millennium
fatalistic
humanity
cultural movement

WORLDVIEW

Top of the World : Thailand's Poor

1. Why are these people in the video standing in line? After waiting for hours, what can they hope to receive? From whom do these gifts come? Why is this wealthy businessman so generous? On what occasions is it traditional to give to the poor in Thailand? According to the woman in the video, how long will her gifts sustain her family?

2. What has occurred in Asia, and, specifically, Thailand, to make the people so desperate? The

woman in the video is unemployed. Brainstorm the possible causes of her employment. The businessman in the video is giving away a million dollars. What benefits might he derive from his charity? Can you think of other charitable entrepreneurs, either contemporary or historical? Discuss their contributions towards improving the quality of life for others.

3. Have students learn about opportunities to help the disadvantaged in their community. Many students are working for service credit for their schools, scholarships, civic organizations and churches. Have your class combine its information to create a list of community service opportunities for students at your school.

4. Sometimes the disadvantaged are victims not of economic disaster, but of natural disaster. Generate a class discussion to comparing the plight of Thailand's poor to the victims of Hurricane Mitch in Central America. Using the last listed website and other resources, have students orchestrate a drive to help those in need in Central America.

LINKS:
http://cnn.com/WORLD/europe/9810/03/g7.meeting.02/index.html
http://cnn.com/WORLD/asiapcf/9811/09/AP000430.ap.html
http://pw2.netcom.com/~watpa/menu1.htm
http://www.americanheritage.com/98/oct/40index.htm
http://cgi.pathfinder.com/time/magazine/1997/dom/971103/world.soros_to_the_.html
http://cgi.pathfinder.com/time/magazine/1997/dom/970929/nation.puting_his_mo.html
http://www.redcross.org/index.shtml

Where in the World? : Turkey Islam

1. In the video two marches in Istanbul are contrasted. The first march shown was in celebration of what event? For what cause were the women marching hand-in hand? What is the distant historical background of Istanbul University?

2. Why do the women want to wear headscarves at the university? Why are they not allowed to wear headscarves? The professor says that in the past none of the students had covered heads. What is the change? Do you feel that the women's heads must be uncovered to retain "the secular character" of the university? Explain.

3. Ask the students to learn about the political challenges faced in Turkey today, using the first three websites below. Then have small groups discuss the question posed in the video, "Is the country really prepared to be divided over a piece of cloth?" Challenge students to research the return of the Ayatollah Khomeini to Iran and the Algerian movement for an Islamic state. Discuss the irony of women in Turkey wanting to wear headscarves while in other Islamic states there are women who wish they could leave their heads uncovered.

4. Challenge students to explore challenges to the separation of church and state in the U.S. Would female students be permitted to wear the Moslem head coverings in their schools? Why or why not? What recent constitutional challenges have been presented, in the nation, and in individual states, regarding the separation of church and state? Have groups of students each research and report on one of these challenges.

LINKS:
http://www.duth.gr/maillist-archives/thrace/tl30/msg00082.html
http://www.megastories.com/islam/world/turkey.htm
http://cgi.pathfinder.com/time/magazine/1998/int/980112/cover_story.turkey_on_th12.html
http://www.nyu.edu/rectors/istamb.html

Information Please : Romania Wolves

1. Locate the Carpathian Mountains on a world map. What species of wild animal retreated to the forests of these mountains to make its last stand? What problems are the wolves causing? Why can't the shepherds kill the wolves? How are the shepherds dealing with the wolf problem?

2. Why does the shepherd refer to the wolf problem as a worsening situation caused by "democracy"? How could the present situation lead to a backlash? What, potentially, could be the result of such a backlash? Are there other similar problems in the world, problems in which conservationists and farmers/fisherman/lumbermen/ranchers have conflicting viewpoints with others involving a threatened species? Describe these situations.

3. Divide the class into three groups. One group will represent the Carpathian Large Carnivore Project. The second group will represent the Brasov Hunting Association. The third group will represent the farmers/shepherds. First, have members of each group meet so that their viewpoints can be brainstormed and arguments prepared. Then have each group attend an imaginary meeting in Bucharest at which they will discuss the possible withdrawal of Romania from the European Treaty on Wildlife Conservation. Choose a mediator, or act as a mediator yourself. After the mock summit, generate a class discussion about similar problems and solutions in the United States.

LINKS:
http://www.wolf.org/
http://www.embassy.org/romania/travel/travel.html
http://www.cse.ogi.edu/~baiceanu/rompages.html

EDITOR'S NOTE:
ration
Buddhist
Islam
secular
theology
Bucharest
carnivore
Transylvania

NEWSROOM CHRONICLE

More Than A Game : More Than A Game

1. Describe the daily schedule of the young athletes at the Bollettieri Sports Academy. Why do you think these students are willing to submit themselves to this kind of schedule? How would you feel about living at a sports facility and attending a school nearby? What might you have to sacrifice for this experience? What might you gain in return?

2. At the Bollettieri Academy sport becomes life for the young athletes who come to train there. In other settings as well, many athletes commit a great deal of time, energy and resources to becoming the best they can be in their sports. What is it like to commit oneself to that kind of goal? Direct students to conduct one-on-one interviews with student athletes at your school or at any local college or sports facility. Students should focus their questions on the mental and physical preparation the subject athlete is experiencing to maximize his/her potential. Have students share their interviews. If possible, contact a local professional team and ask a player to offer a motivational talk to your students on setting and achieving personal goals.

LINKS:

http://www.studentathletelink.com/sail/SailNews.htm
http://www.webscores.com/

EDITOR'S NOTE:
scholarship
college prep
PGA
"total person"
aggressive

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 18, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:05... 04:20
Weapons inspectors are back in Iraq, but no one is sure how long they'll be there.

Your View ... 01:05... 05:25
Students voice their opinions on the Iraq crisis.

YOUR DAILY DESK ... 01:00... 06:25
Business Desk ... 02:15... 08:40
The U.S. government and environmental groups offer a helping hand in an effort to save family farms.

Business Desk Extra ... 02:30... 11:10
Ripples from the Asian financial crisis are being felt on the shores of Hawaii.

WORLDVIEW ... 00:30... 11:40
Political Front ... 02:50... 14:30
Opinion polls indicate the popularity of Hong Kong Chief Executive Tung Chee-hwa is declining.

Who's Who? ... 04:30... 19:00
Christopher Patten receives an enthusiastic reception upon his return to Hong Kong.

Culture Watch ... 02:25... 21:25
IMAX increases its commercial success by using 3D effects and aggressive promotional campaigns to attract larger audiences.

NEWSROOM CHRONICLE ... 00:35... 22:00
Leonid Meteor Shower ... 04:00... 26:00
The Leonid Meteor Shower has produced some dazzling images, especially for stargazers in Japan.

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Showdown with Iraq

1. To what UN agency do the weapons inspectors who are back in Iraq belong? What is the mission of UNSCOM? What is UNSCOM's mandate? What document are UNSCOM officials seeking from Iraqi leaders? How has Iraq's government responded to this demand? Why do you think Iraqi officials are unwilling to produce this document? Do you think the UNSCOM inspectors will finally be able to complete their mission in Iraq? Why/why not?

2. Working in small groups, have students conduct research to learn more about UNSCOM. The first three websites should be of assistance in this effort. What is the source of UNSCOM's authority? What must UNSCOM do in order to complete its mission? Next, have groups consult the last two websites and other resources to learn more about the government of Iraq and its leader, Saddam Hussein. Acting as UNSCOM inpectors, have each group of students draft a letter to Saddam Hussein, explaining its mission, the source of its authority and formally asking for access to all buildings and for the weapons document currently being witheld by the Iraqi government.

LINKS:
http://www.un.org/Depts/unscom/unscom.htm
http://www.milnet.com/milnet/pentagon/centcom/iraq/unscom.htm
http://www.milnet.com/milnet/pentagon/centcom/iraq/qunscom.htm
http://www.milnet.com/milnet/pentagon/centcom/iraq/iraqovr.htm
http://www.milnet.com/milnet/pentagon/centcom/iraq/iraqldr.htm

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EDITOR'S NOTE:
technician
disarmament
mandate
Richard Butler

YOUR DAILY DESK

Business Desk : Saving the Family Farm

1. How would you categorize the U.S. economy at the turn of the century? What are the three major employment sectors of the U.S. economy now? According to the video, what is happening to American farmland? Why are families selling? Explain how some groups are trying to help family farms prosper and ensure their future.

2. The family farm has become an agribusiness, that is, the farmer must both engage in growing crops and running a business. Like any other business, profits must exceed operating expenses in order for that business to survive. Direct students to work in groups to investigate the operating expenses of farming. What expenses threaten many farms? How are taxes, especially capital gains and inheritance taxes, having a negative impact on the family farm? How is technology both a blessing and a curse for the farmer? Reconvene the class and have students share their findings. List the operating expenses they have researched on the board. Which present the most serious threat to profitability for family farms? Should the federal government step in on behalf of the farmer, or should forces within the free market be relied upon to ease the cost burdens for farmers? Discuss.

3. In the video we are told that one of the apple farms was rescued by an environmental group that bought the farmer's development rights so he could stay in business. What are development rights? Ask a real estate professional to address the class on the ownership rights of land possession. How is it possible for someone to own a tract of land and not own its mineral rights, for example? When is this sort of arrangement beneficial to both parties? When is it detrimental to one of the

parties? Refer back to the video and discuss how the environment group's ownership of the apple farm's development rights benefits the farmer, the group, and the community.

LINKS:
http://www.disknet.com/indiana_biolab/farms.htm
http://www.spub.ksu.edu/ISSUES/v100/FA/n021/campus-panel-harding.html
http://www.fb.com/news/nr/nr97/nr0319a.html
http://www.arth.com/arth_farm.html

Business Desk Extra : Business Desk Extra

1. Why is Hawaii's tourist industry suffering? How is the Asian economic crisis impacting different sectors of the Hawaiian economy? How is Hawaii "fighting back" in an effort to attract more tourists? Do you think any of these strategies will bring Asian tourists back? Explain.

2. As a class, review some of the economic and political events that have led to Asia's current financial crisis. The first website below may be of assistance. Then generate a class discussion on the effects of the Asian economic flu on other nations, especially the U.S. Besides tourism, what other industries are feeling the symptoms? Lead a brainstorming session to generate a list of industries and businesses that are most likely to be negatively impacted by economic problems in Asia. Discuss how increasing interdependence among global trading partners has its economic advantages and disadvantages.

LINKS:
http://www.stern.nyu.edu/~nroubini/asia/AsiaHomepage.html
http://www.wisc.edu/news/thisweek/Research/SS/Y98/asiaag.html
http://www.sp.ac.sg/lib/bus/crisis.htm
http://www.earthtimes.org/jul/economicdevelopmentwilltheasianjul17_98.htm

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EDITOR'S NOTE:
development rights
appraised
market value
compensate
yen
discounts

WORLDVIEW

Political Front : Hong Kong's Leader Faces Criticism

1. Where is Hong Kong located? What governmental change occurred in Hong Kong in 1997? What governmental position does Tung Chee-hwa hold in Hong Kong? What is his professional background? Why is his popularity declining?

2. What are the responsibilities of a government leader? How does media influence public perception? To understand the public's perception of Tung Chee-hwa, it is important to know about the history of Hong Kong from its colonial rule to its recent return to China. Using the first website, have students work in groups to research either the history of Hong Kong or an issue associated with a political, economic or social aspect of Hong Kong's transition to Chinese rule. Have each group present its findings. As a class, consider how the Asian financial crisis is contributing to the public's negative perception of Tung Chee-hwa. How might Tung Chee-hwa's

background as a businessman benefit Hong Kong? Do you think it's important for Tung Chee-hwa to restore the public's confidence in his leadership abilities? Why/why not? How could Tung Chee-hwa achieve this objective? How might Tung Chee-hwa utilize media to influence public opinion? Give examples.

LINKS:
http://www.pbs.org/pov/hongkong/
http://www.info.gov.hk/
http://cnn.com/books/news/9810/29/hongkong.patten/index.html

Who's Who? : Who's Who?

1. What governmental position did Christopher Patten hold in Hong Kong? When did he serve? What does Mr. Patten consider to be his most important contributions to Hong Kong? According to Mr. Patten, why has China refrained from abolishing democracy in Hong Kong? Describe the differences between the backgrounds and leadership styles of Mr. Patten and Mr. Tung.

2. Why is Mr. Patten highly regarded by the people of Hong Kong? How do you think Mr. Patten felt about leaving Hong Kong? Why? Using multimedia resources, have students research the history of colonial rule in Hong Kong. Do you think China should have control of Hong Kong? Why/why not?

3. As a class, discuss how Hong Kong is different from other parts of China. Have students consider how the people of Hong Kong and the island's culture are being impacted by the transition to Chinese rule. Divide the class into two groups. Organize a class debate about the following question: Should the Chinese government allow democracy to exist Hong Kong? Have the two groups prepare an argument either supporting or rejecting the continuation of democracy. Have each group present its position within a three-minute period. Once each side has presented, have each group meet and prepare a rebuttal. Reconvene and present rebuttals. As a class, decide which arguments were the most persuasive.

LINKS:
http://www.pbs.org/pov/hongkong/
http://www.hkbu.edu.hk/~hktp/
http://www.gbcc.org.uk/
http://cnn.com/books/news/9810/29/hongkong.patten/index.html

Culture Watch : IMAX Films

1. What is IMAX? Explain the differences between IMAX films and traditional films. Why is the movie "Everest" an important film for IMAX? What two film formats are used by IMAX? How much does it cost to produce an IMAX film? Why does it usually cost less to produce an IMAX film than a mainstream Hollywood film? Do you think movie actors should be paid millions of dollars to make a movie? Why/why not?

2. Refer to the first website for a complete listing of listing IMAX film. As a class, analyze and discuss why IMAX films were made about these topics. If students have seen an IMAX movie, have them share their opinions about the film. Divide the class into small groups and have each group generate a list of topics that would be well suited for the IMAX format. Have each group share its ideas with the class. List the students' ideas, and have the class vote on the best three topics. Have the class share its ideas with IMAX via e-mail.

3. Using multimedia resources have students research the history of motion pictures. Have students write a report on one of the following issues: How movies have influenced U.S. culture; the role and impact of technology in the motion picture industry; or how the movie viewing experience has

changed over the years. Have students share their reports with the class.

LINKS:
http://www.imax.com/
http://lcweb2.loc.gov/ammem/edhtml/edhome.html
http://cnn.com/SHOWBIZ/Movies/9807/10/ultimate.theater/index.html
http://www.sun-sentinel.com/showtime/movies/Imax/index.htm

EDITOR'S NOTE:
Tung Chee-hwa
Christopher Patten
Hong Kong
British colonialism
civil liberties
IMAX
3D
special venue movie

NEWSROOM CHRONICLE

Leonid Meteor Shower : Leonid Meteor Shower

1. Has the Leonid Meteor Shower lived up to expectations? Explain. Where was the best viewing for this shower? Explain why the relatively tame celestial show was good news for NASA, the Russian space agency and commercial satellite operators.

2. Explain what causes the streaks of light that one sees during a meteor shower. What determines the intensity and speed of the streaks? How does the speed of a comet's meteorite dust compare to the speed of the Blue Angels at an airshow? How does this fact help explain how the very fine particles of meteorite dust are able to create such spectacular streaks?

LINKS:
http://mimas.astro.washington.edu/balick/leonids98.html
http://astrobiology.arc.nasa.gov/leonid/

EDITOR'S NOTE:
Orion
Leonid Meteor Shower
South China Sea
comet
Comet Tempel-Tuttle
meteorite dust

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CNN NEWSROOM Guide

November 19, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 02:00... 03:15
Top Story ... 05:05... 08:20
*TEACHERS: YOU MAY WANT TO PRESCREEN THIS SEGMENT.
Impeachment hearings begin today on Capitol Hill.

Capital News ... 01:05... 09:25
There will be some new faces among leaders in the U.S. House of Representatives this January.

YOUR DAILY DESK ... 00:30... 09:55
Science Desk ... 01:40... 11:35
The NIH announces new, more realistic weight guidelines.

WORLDVIEW ... 00:40... 12:15
Inside Asia ... 02:40... 14:55
Even as the Chinese government presses for eventual unification, public sentiment in Taiwan is moving in the opposite direction.

Information Please ... 02:35... 17:30
The people of Jaipur pass their skill in emerald cutting down to their children.

Now You Know ... 02:50... 20:20
This Hong Kong fashion designer draws on the origin of life for his inspiration.

Wild Kingdom ... 01:40... 22:00
Swimming in front of crocodiles is improving the speeds of these Australian swimmers.

NEWSROOM CHRONICLE ... 01:00... 23:00
Space Station ... 02:30... 25:30
The first component of the International Space Station is scheduled for launch Friday morning.

CNN NEWSROOM CLOSE ... 02:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Investigating the President

1. What was the original focus of the Independent Counsel's investigation of President Clinton? How has that focus changed? What are the charges being leveled against the President by the Independent Counsel?

2. Who will be the first person to testify in congressional impeachment hearings today? What is he expected to say? One official who has been helping the Independent Counsel prepare says that Ken Starr "wants the American people to 'get it.'" What do you think he means? Do you think the American people understand what Ken Starr wants them to? Explain.

3. The point Ken Starr is expected to hit hardest is the charge of presidential abuse of power. What are his grounds for this charge? What other accusations is Mr. Starr expected to discuss? Do you think congressional Democrats will challenge any of the points he makes? How is he expected to react if this happens? Why will he likely react this way?

4. What is perjury? According to some of the constitutional scholars who have testified before Congress, is perjury an impeachable offense? Explain. Review the definition of impeachment. Why do you think CNN correspondent Charles Bierbauer calls impeachment a "stain?" What other possible "punishments" could fit the crime if Congress chose to inflict them? What are some of the problems with each of these "other recommendations?"

5. As the impeachment hearings progress, the American public will hear some of the same names throughout, such as Monica Lewinsky, Webster Hubbell and Vernon Jordan. Have students list the names mentioned as they monitor the impeachment hearings and identify each person and his/her connection to the charges against the President. As a class, create a viewer's guide to the hearings by compiling this information and saving it as a classroom reference.

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/ALLPOLITICS/stories/1998/11/18/impeachment.advancer/

Capital News : Capital News

1. Who is the new Speaker of the House? Who has retained his seat as House Majority Leader? Who is J.C. Watts? What leadership position will he hold in January? Have students conduct research to learn about all the House leadership posts on both sides of the aisle, and keep a running chart of who holds each one.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/11/18/gop.leadership/

EDITOR'S NOTE:
impeachment
abuse of power
obstruction of justice
Article II, Section 4
Ken Starr
Monica Lewinsky
Robert Livingston
Speaker of the House

YOUR DAILY DESK

Science Desk : Weight Guidelines

1. What advice does the National Institutes of Health have for people who are no more than 30 pounds overweight? Why has the NIH changed its view of what is "dangerously" overweight? What is the exception to this new policy? According to the NIH, what risk factors should prompt anyone who is overweight to try to lose weight? What do experts say is the best way to lose weight for those who need to do so? The NIH weight loss experts believe the new guidelines offer a more realistic approach to figuring out who needs to lose weight. Do you agree or disagree with them? Explain.

2. Metabolism is a word often heard associated with weight gain or loss. Have students search their texts or other resources for definitions of "metabolism" and discuss what they have found. Expand the discussion and research to include definitions of "fat metabolism" and "basal metabolism." Why would a person who wants to lose weight want to increase his/her metabolism? What is the safest way to do this? Have students work in groups to research the role of exercise in losing weight. Challenge each group to present a report that explains how, in biological terms, increased activity can increase metabolic rate.

3. Although the NIH has revised its weight guidelines, there is always room for everyone to improve eating habits and personal nutrition. With the holidays around the corner, proper nutrition may not be foremost in most peoples' minds. Challenge students in your class to work together to gather recipes of favorite holiday foods and revise them to reduce the fat content in each. For example, applesauce can replace oil in some baked goods recipes. If possible, have students recalculate the fat grams in each recipe to reflect their changes. Compile the recipes in a "Healthy Holidays" cookbook and distribute it to families at your school.

LINKS:
http://k2.kirtland.cc.mi.us/~balbachl/meta.htm
http://k2.kirtland.cc.mi.us/~balbachl/fitness.htm
http://www.healthtouch.com/level1/leaflets/100269/100269.htm
http://www.healthtouch.com/level1/leaflets/100269/111186.htm

EDITOR'S NOTE:
weight tables
cholesterol
diabetes
NIH

WORLDVIEW

Inside Asia : Taiwan's Identity Crisis

1. Locate Taiwan on a world map. How far is it from Taiwan to mainland China? Where was Terry Tsao born? Where were his parents born? Which of the two would you label a "developing nation?" Why?

2. What are some of the differences between Taiwan and China? What are some of the similarities? Does Terry Tsao feel more Taiwanese or Chinese? Explain. What is the unique situation of Taiwan and her people?

3. Ask the students to use the second and third websites below or other resources to research

Taiwan's history. Assign a graphic organizer comparing and contrasting conditions in Taiwan with life in China. With the information they have gathered ask students to write a paragraph supporting unity with mainland China or supporting total independence. You might direct them to review the events in Hong Kong since July 1997, using the last website. (Hong Kong bears some similarities to Taiwan .)

LINKS:
http://cnn.com/WORLD/asiapcf/9811/10/BC-TAIWAN-CHINA-WEI.reut/index.html
http://www.taiwansecurity.org/
http://www.taipei.org/
http://www.info.gov.hk/

Information Please : Indian Emerald Cutters

1. From whom did Syed Nazar Ali learn his trade? What are some of the attributes of a skilled emerald cutter? What are the risks and pressures associated with emerald cutting? What determines the price of an emerald?

2. Does the setting of this story belie the value of the product being produced within the little shed? Explain. Compared to Columbia, Brazil, Zambia, and Zimbabwe, India has a small output of stones mined within the country. Why are so many of the stones cut here? What are the advantages and disadvantages of having a "family trade"?

3. Ask the students to trace on a world map the emeralds' journey from one of the principal mining sites to Jaipur, India, and from there to one of the principal markets.

4. Have students use the last website below to research the history of emerald cutting in Jaipur. Have them find out what happens to the emerald cutting "waste." Share student findings in class discussion.

LINKS:
http://mineral.galleries.com/minerals/gemstone/emerald/emerald.htm
http://www.rajasthanweb.com/jewel/index.htm
http://www.rajasthanweb.com/jewel/emeralds.htm

Now You Know : Now You Know

1. Where did designer Tsang Tze-Ki get his degree? What recognition has he received? Where was this prize awarded? What was his reaction?

2. Describe the idea for Tsang's collection. What do you like or dislike about the clothes? What do you think Tsang meant by calling his collection more experimental than practical?

3. Tsang says, "The idea of my collection is the origin of life." Within small groups, ask students to brainstorm original ideas for fashion collections. Then challenge them to develop these ideas into styles and fabrics. Students may develop these ideas into sketches. Have them share these ideas with the class.

LINKS:
http://www.sd.polyu.edu.hk/
http://cnn.com/STYLE/9811/09/sui.ss.99/index.html
http://cnn.com/STYLE/9811/10/gigli.fw.98/

Wild Kingdom : Crocodile Swim

1. Where does Mark Davies coach swimming? What is the unique motivating factor in his coaching? Why is the crocodile an obvious choice for this "job" in Darwin? What particular time relationship does Davies have to keep in mind? What do you think of this coaching technique? Would you like to swim on Mark Davies" team? Why or why not? Why might it be difficult for Mr. Davies to have an 800-meter relay team?

2. Ask the students to write a letter to Mark Davies either supporting his training technique or convincing him that he should develop another means of motivating his swimmers.

3. Challenge the students to research the crocodile's reputation as the animal to fear. Have them brainstorm works of fiction as well as actual news articles. The first Internet site below covers the Worldview story. The second refers to the unplanned release of crocodiles in Honduras as part of the aftermath of Hurricane Mitch. The third website gives scientific data on the Australian "Johnson crocodile," and the fourth website mentions the crocodile in a travelogue on Darwin, Australia. Share student findings.

LINKS:
http://cnn.com/WORLD/asiapcf/9810/09/fringe/australia.crocs/
http://cnn.com/WORLD/americas/9811/11/mitch.honduras/index.html#2
http://www.flmnh.ufl.edu/natsci/herpetology/brittoncrocs/csp_cjoh.htm
http://www.lonelyplanet.com/dest/aust/darwin.htm

EDITOR'S NOTE:
Taiwan
communist
emerald
Jaipur
textiles
innovation
unorthodox
crocodile

NEWSROOM CHRONICLE

Space Station : Space Station

1. How is the I.S.S. truly an international project? What is Zarya? Who built it? What are the functions of the control module? What will happen once Zarya is launched? What other components are on the way? What nations will be represented on the space station's first crew? Explain how the I.S.S. assembly resembles that of a jigsaw puzzle. How large will the space station be once it is completed? What is the estimated date of completion for the I.S.S.?

2. NASA officials are calling the I.S.S. a "significant step" in human history. Ask students to consider how the I.S.S. may usher in a new "age of exploration." Generate a class discussion about what humans learned about themselves and their world during exploration of the continents and oceans on earth. What might humans hope to learn about themselves and their universe in a new "age of exploration" in space? Challenge each student to write a short story set in the year 2010 describing the knowledge humans have attained as a result of the space station's mission.

LINKS:
http://station.nasa.gov/
http://station.nasa.gov/news/status/iss1.html

http://station.nasa.gov/station/elements/fgb/index.html
http://www.boeing.com/defense-space/space/spacestation/

EDITOR'S NOTE:
Zarya
Unity
module
I.S.S.

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 20, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:30... 06:45
Impeachment hearing questioning of Independent Counsel Ken Starr becomes a predictably partisan event.

YOUR DAILY DESK ... 00:45... 07:30
Editor's Desk ... 01:10... 08:40
Steven Spielberg's Survivors of the Shoah Visual History Foundation releases its first CD-ROM about survivors of the Holocaust.

WORLDVIEW ... 00:30... 09:10
Top of the World ... 02:50... 12:00
The post-Cold War Era is a world where many smaller countries' conflicts threaten mass destruction.

Political Front ... 03:00... 15:00
North Korean defectors find life in democratic South Korea confusing but rewarding.

Political Front ... 02:30... 17:30
In an effort to bring about harmony, daily propaganda broadcasts on the Korean border were interrupted by a concert of Western classical music.

Fast Fact ... 01:40... 19:10
The yo-yo is once again popular in Great Britain, so much so that demand far exceeds supply.

NEWSROOM CHRONICLE ... 01:00... 20:10
L.A. Teens Help the Homeless ... 02:45... 22:55
A children's program aimed at helping the homeless is making a difference in Los Angeles.

Space is the Place ... 02:30... 25:25
Their experiences with the Mir mission make the Russians valuable partners in space exploration.

CNN NEWSROOM CLOSE ... 02:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Investigating the President

1. How would you describe yesterday's question and answer session between Independent Counsel Ken Starr and members of the House Judiciary Committee? How would you describe Ken Starr's demeanor? Who seemed to have the most pointed questions for Mr. Starr? Observers have commented that the Republican members of the Committee threw "softball" questions at Mr. Starr. What does this mean? Discuss the political pitfalls of these hearings for the Republicans.

2. According to Ken Starr's evidence, what has President Clinton done that warrants his impeachment? Describe some of the responses to Judge Starr's statements from both Democrats and Republicans. Throughout yesterday's hearing, Committee Democrats shifted the focus from President Clinton and put Judge Starr on the defensive. Do you think this was a good strategy? Why/why not? Do you think this was fair? State your rationale.

3. Ask students: What are the similarities and differences between the Judiciary Committee hearings on the impeachment of Presidents Clinton and Nixon? Then direct groups of students to conduct research to create indepth reports comparing and contrasting the two impeachment hearings. Have each group present its report. As a class, review the Articles of Impeachment that were drafted against President Nixon. (See second website below.) How do these compare to the charges being leveled against President Clinton in these hearings? Do you students think the charges are worthy or unworthy of impeachment? Discuss.

4. Do you agree or disagree with Nina Totenberg when she says that this impeachment hearing is not about a "great issue" like corruption, but rather an issue over a tawdry affair? Explain. Based on what you have seen of the hearings, do you think Ken Starr would agree or disagree with Ms. Totenberg on this point? State your rationale.

5. One of the most memorable quotes from the Nixon impeachment hearings is Howard Baker's question "What did the President know and when did he know it?" What do students think will be remembered about these hearings? Challenge each to search for the memorable quotes, questions and soundbites that will define these proceedings for future generations. Have students share their findings. In general, how do students think history and the public will remember these proceedings?

LINKS:
http://www.herald.com/archive/watergate/docs/047689.htm
http://www.washingtonpost.com/wp-srv/politics/special/clinton/stories/ls032498.htm
http://cnn.com/ALLPOLITICS/stories/1998/11/19/impeachment/
http://cnn.com/ALLPOLITICS/stories/1998/11/19/hearing.quotes/#7

EDITOR'S NOTE:
Independent Counsel
spin machine
Judiciary Committee
Henry Hyde
David Kendall
due process
Richard Nixon
Peter Rodino

YOUR DAILY DESK

Editor's Desk : Spielberg CD-ROM

1. What is a "hate crime"? What was the Holocaust? When did it happen? Who were its victims? Why does Steven Spielberg want school students to know about the Holocaust? How does the fact that Mr. Spielberg works in Hollywood help his foundation?

2. Have the class use the Internet to find out more about Mr. Spielberg's foundation: When was it formed? What is the mission of the foundation? How has the foundation been received by the Jewish community? Is the foundation of interest only to those in the U.S.? Explain. How is the information from the survivors being gathered? What is the foundation going to do with the information?

3. Divide the class into 3 smaller groups to brainstorm ideas for projects members of the Survivors of the Shoah Foundation is interested in: The history of slavery, Native Americans, gay discrimination. Have each group outline what one of these projects might look like: What is the nature of the hate crimes against these groups? Who would be interviewed? What kind of stories might they tell? What lesson might school students and people in general gain from a CD-ROM about the issue? Have each group share its ideas with the class. Have the class "polish" one of the proposals and e-mail the outline to the Foundation.

LINKS:
http://www2.sptimes.com/Holocaust_Museum/web_links.html
http://tbssuperstation.com/survivors/contents.html
http://www.vhf.org/

EDITOR'S NOTE:
Steven Spielberg
CD-ROM
Holocaust
testimony
desensitized
tolerance

WORLDVIEW

Top of the World : World Conflict

1. Who "fought" the Cold War? Who is fighting now? Why are the speakers in the video alarmed at the global increase in arms sales? Why is "mass destruction" more possible now than ever before? How many nations have access to nuclear weapons? According to the video, is the world better or worse now that the Cold War is over? In what ways is it better or worse?

2. Have the class research the Cold War on the Internet, especially "Sons & Daughters of the Cold War" at the first website below, to discover some thoughts about the Cold War by David Eisenhower, Julie Nixon, and Sergei Khruschev, relatives of major Cold War leaders who were young at the time. Then have students interview their own relatives who were teenagers in the 1950's and early 1960's to find their recollections of the Cold War, the Berlin Wall, "Duck & Cover" and the Iron Curtain. Have each student share with the class one statement from his/her interview which shows how in the Cold War "each side knew its enemy" as the reporter states. (Note to Teachers: Don't forget to check out the landmark documentary **COLD WAR**, Sunday nights at 8:00 pm ET on CNN. For educator materials, go to our website http://learning.turner.com/coldwar.)

LINKS:
http://www.uci.edu/~inform/realaudio/970609coldwar.html
http://www.em.doe.gov/bemr96/execsum.html
http://lcweb.loc.gov/exhibits/archives/colp.html
http://www.wms-arl.org/arms.htm

Political Front : Korean Defectors

1. Which part of divided Korea is communist? Where is the demilitarized zone? How do North Koreans get to South Korea? Is the food the same in both sections of Korea? Explain. Is it easy for North Koreans to find work in the South? Use information from the video to support your answer.

2. Divide the class into two groups. Assign one North Korea, the other South Korea. Using the Internet, have each group research facts about each country including its official name, population, per capita income, religions, language spoken, types of food eaten, type of government, how leaders are chosen, type of economy, number of major cities, ability of citizens to travel abroad, education systems. At the board have students post the facts on a chart labeled North/South. Discuss with the class the similarities and differences.

LINKS:
http://www.csudh.edu/global_options/375Students-Sp96/NorthKorea/Default.htm
http://darkwing.uoregon.edu/~felsing/kstuff/nkmaps.html
http://web3.asia1.com.sg/tnp/journey/travel/skorea/skorea.html

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Political Front : Musical Interlude

1. Which Korea produced this concert? Where did they have it? How did the North Koreans react to the concert? What was the reason for the concert? Why do you think this concert was such an newsworthy event? How long has Korea been divided? Which countries are trying to help bring them back together?

2. Using the chart developed in response to the "Korea Defector" video, let the students select one area and do further research in both North & South Korea to find other examples of how each side is the same or different in that area (food, type of government, etc.). Have each student analyze his/her findings and decide what might happen in that area if the Koreas are unified. Make a third column on the chart labeled "Reunification" and add student "conclusions". Discuss the rationale for students' conclusions.

LINKS:
http://www.travel.com.hk/skorea.htm
http://www.lonelyplanet.com.au/letters/nea/sk_pc.htm

Fast Fact : Britain's Yo-Yo Craze

1. Is the yo-yo a new toy? When was it first introduced in Britain? Are there enough for everyone to have? Explain. Are British kids interested in just any yo-yo? Explain.

2. Have the class read about yo-yos on the Internet. How do they work? Where do they come from? Who plays with yo-yos now? Can you find any websites that explain how to do tricks? Let the students bring their yo-yos to class for a "demonstration" and trick sharing session. Then make them put the yo-yos away so you can teach other topics!!!

LINKS:
http://ayya.pd.net/

http://www.socool.com/socool/yo-yo.html
http://weber.u.washington.edu/~rahawkin/yo-yo/yo-yo.htm
http://www.seattletimes.com/news/lifestyles/html98/alttips_101098.html

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EDITOR'S NOTE:
destabilize
Cold War
defector
DMZ
interlude
propaganda
diplomacy
craze

NEWSROOM CHRONICLE

L.A. Teens Help the Homeless : L.A. Teens Help the Homeless

1. How did Children Helping Poor and Homeless People get its start? What does the organization do to help the poor and homeless? Where do the teen volunteers get the supplies they need to carry out this mission? What do the teenage volunteers get out of the experience?

2. In the video we learn that one of the goals of this organization is to "break down stereotypes about the homeless." Ask students to define the word "stereotype." Generate a class discussion about the stereotypes students think exist about the homeless. Then have students conduct research to learn more about who is homeless and why and share their findings. Did any of their information surprise students? How might they go about trying to dispel some of the myths surrounding what homelessness is and who falls into that category?

LINKS:
http://www2.ari.net/home/nch/help.html
http://www.hud.gov/pressrel/pr97-287.html
http://aspin.asu.edu/hpn/archives.html

Space is the Place : Space is the Place

1. What is Mir? How long has it been in orbit? Why do some find it amazing that it is still in service? According to Russian cosmonaut Sergei Krikalev, how does the Mir experience help make the Russians valuable partners in space exploration? According to Frank Culbertson, what lessons learned from Mir are being applied to the I.S.S.?

2. Why are some critical of the Russia/U.S. space partnership? Considering the mechancial failures involved in the Mir project, do you think the critics are justified? Explain. If you were a member of the U.S. Congress, whose charge it is to approve the federal budget for agencies like NASA, would you advocate the spending of millions of dollars for joint U.S./Russia space exploration? State your rationale.

3. The U.S. and Russian space programs have come a long way since the days of the space race during the Cold War. Group students. Have each choose one decade since the launch of Sputnik and conduct research to prepare a side-by-side comparison of the U.S. and Russian space programs in that decade, complete with dates and event descriptions. Have each group, in chronological order, present its dates and events. What political and economic events have had an

impact on both space programs and the "outcome" of the "space race?"

LINKS:
http://cnn.com/iss
http://www.nasa.gov/
http://www.mae.ncsu.edu/Seminars/russian_program.html
http://liftoff.msfc.nasa.gov/rsa/rsa.html
http://station.nasa.gov/partners/russia/index.html
http://discovery.com/area/unofficialspace/space.html

EDITOR'S NOTE:
homeless
non-profit
stereotype
Mir
cosmonaut
I.S.S.
streamline
air purifier

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 23, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:35... 04:50
Iraq must officially answer a UN request for weapons documents today.

In the Headlines ... 01:05... 05:55
CLINTON CONCLUDES ASIAN TOUR

YOUR DAILY DESK ... 00:55... 06:50
Environment Desk ... 02:20... 09:10
The debate over development vs. the lynx rages on in Colorado.

WORLDVIEW ... 00:35... 09:45
Top of the World ... 03:10... 12:55
The Asian financial crisis is having an impact on Kenya's economy.

Wild Kingdom ... 01:30... 14:25
The Asian financial crisis jeopardizes efforts to save the Sumatran tiger.

Who, What, Where? ... 02:40... 17:05
The Cuban government converts the Dupont mansion into a resort to enhance tourism.

Culture Watch ... 02:35... 19:40
Looting jeopardizes the preservation of temples and sculptures in Cambodia.

NEWSROOM CHRONICLE ... 00:30... 20:10
City Hearts ... 03:50... 24:00
City Hearts fills a void for kids in need of a positive outlook on life.

Look Ahead ... 01:10... 25:10
Dec. 1: Faces behind the AIDS Statistics

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iraq Weapons Saga

1. Why does the Top Story refer to today as a sort of "D-Day" for Iraq? What kinds of documents must Iraq's government produce for UN weapons inspectors? Why do the weapons inspectors want these documents? Where does Iraq claim these documents are?

2. How has Iraqi Foreign Minister Mohammed Said al-Sahaf characterized the issue of the UN request for weapons documents? What do you think he means when he calls the issue "a savage campaign of disinformation?" Tariq Aziz, the Iraqi Deputy Prime Minister, made a simliar charge when he accused Richard Butler, the head of the weapons commission, of creating a pretext "to justify the American aggression." Discuss what you think the Iraqi government hopes to gain by having its representatives make these kinds of statements and how words are often powerful weapons in diplomatic circles.

3. Review the missions of the United Nations agencies known as UNSCOM and the IAEA. For what kinds of weapons are inspectors with each of these agencies searching? Have students work in groups to research the job of the UNSCOM and IAEA inspectors in Iraq and share their findings. What conditions and circumstances have made their job an especially difficult one? Why is it taking so long for them to complete their assignments? Do students think there is a way to convince the Iraqis to allow the UN inspectors complete access to all weapons documents and sites? Do students think that Iraq and the UN are headed for armed confrontation? Discuss.

LINKS:
http://www.milnet.com/milnet/pentagon/centcom/iraq/unscom.htm
http://news.bbc.co.uk/hi/english/special_report/iraq/newsid_29000/29246.stm
http://www.washingtonpost.com/wp-srv/inatl/longterm/iraq/stories/unscom101198.htm
http://www.washingtonpost.com/wp-srv/inatl/longterm/iraq/maps/satindex.htm

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EDITOR'S NOTE:
UNSCOM
IAEA
disinformation
artillery
epic
allegation
compliance

YOUR DAILY DESK

Environment Desk : Vail Lynx

1. Why is the disappearance of Canadian lynx from the Colorado food chain a cause for concern? Describe the strategic, geographic value of Vail related to the predicted range of the Canadian lynx. What has the Vail Ski Resort ownership done to accommodate the Canadian lynx in this ecosystem? How are some environmentalists reacting to this compromise?

2. How might the Canadian lynx's self-preservation instincts be at work in its reluctance to cross a highway? Consider how its coloring, prey it eats, keen eyesight, hearing and other factors are connected to highway avoidance. What do you think would happen if these animals stopped avoiding the interstate? Why do you think environmentalists believe it is important to plug the whole in the food chain created by the absence of Canadian lynx? Make a prediction on how the absence of the Canadian lynx is affecting the populations of animals that would otherwise be the

lynx's prey and animals that would normally prey upon them.

3. The Canadian lynx's preferred prey is snowshoe hares. Even though there are many other food sources available in its range, the Canadian lynx is so closely tied to the snowshoe that its population rises and falls with that of the hare in a ten to fifteen year cycle. Have your students research the relationship between the Canadian lynx and the showshoe hare using the websites below or other current print and electronic media. Then have them apply this research and what they learned about the roaming habits of the lynx to develop a written suggestion that the US Fish and Wildlife Service can use when revising its repopulation plan for the Canadian lynx next year. As each group presents its suggestion to the class, discuss the accuracy of the information presented, its clarity and possible additions or deletions that could be made.

LINKS:
http://dialspace.dial.pipex.com/agarman/canlynx.htm
http://www.lam.mus.ca.us/cats/P12/index.htm
http://www.lam.mus.ca.us/cats/encyclo/canadens/index.htm

EDITOR'S NOTE:
lynx
ecosystem
web of life
Vail
U.S. Fish and Wildlife Service
disperse
habitat
rural

WORLDVIEW

Top of the World : Kenya Asian Economic Impact

1. Where is Kenya located? What factors have contributed to the decline of Kenya's tourism industry? How is the Asian financial crisis impacting Kenya's economy? According to economists, how has the Kenyan government contributed to the country's current economic problems? How is Kenya's economy affected by the rate of spending in Europe and Asia?

2. How does Kenya benefit from tourism? How would a continued decline in tourism affect Kenya's economy? What might happen to Kenya's economy should the Asian financial crisis continue?

3. Have students refer to the websites listed below to research the history of Kenya under colonial rule and the evolution of Kenya's economy. Have students identify how Kenya's infrastructure has changed since the country gained independence in 1983. Also, discuss the initiatives taken by the Kenyan government to develop its economy. Kenya has taken measures to liberalize and globalize its economy. Discuss the benefits and liabilities of these initiatives. Consider the impact that the World Bank and the International Monetary Fund have had on Kenya's development. Have students conduct a class debate or write a position paper on whether the international community should have a role in resolving Kenya's economic problems.

LINKS:
http://www.kenyaweb.com/
http://www.africaonline.co.ke/
http://www.africaindex.africainfo.no/africaindex1/countries/kenya.html
http://users.ox.ac.uk/~csaeinfo/

Wild Kingdom : Indonesian Tigers and the Asian Crisis

1. Why is the Sumatran tiger in danger of becoming extinct? Why are some of the Sumatran tigers being kept in zoos? Why are Indonesian Zoos unable to provide raw meat to feed their tigers? What are the people of Australia doing to help save the Sumatran tigers?

2. Do you believe that it is important to protect tigers from extinction? State your rationale. Explain why the Asian financial crisis has caused the price of raw meat to escalate in Indonesia. Do you think the efforts of the Australians will be enough to save the tigers? Why/why not?

3. Have students refer to the websites listed below to learn more about tigers and about strategies that organizations are employing to save the species from extinction. Discuss how the ecosystem would be affected if the Sumatran tiger were to become extinct. As a class, brainstorm a list of activities that the students can do to help save the tigers. Divide the class into groups and have each group develop and implement one of the activities.

LINKS:
http://www.5tigers.org/
http://www.5tigers.org/sumcon1.htm
http://www.perthzoo.wa.gov.au/tiger.html
http://chitwan.gis.umn.edu/tiger/tigindex.html
http://www.tigerfdn.com/association.htm

Who, What, Where? : Cuban Dupont Resort

1. What is the current form of government in Cuba? Why did the Cuban government seize control of the Dupont mansion? What changes did the Cuban government make to the Dupont Mansion? Why? What is the largest industry in Cuba? Why is it ironic that the Cuban government is profiting from the use of the Dupont mansion?

2. What was the Cuban Revolution of 1959? What is the difference between socialism and capitalism? Give examples of how both of these principles are practiced in Cuba. How can tourism help revitalize the Cuban economy? Do you think tourism benefits the Cuba people? Why/why not?

3. Have students work in groups to research the geography, history, sites and culture of Cuba. Inform students that travel to Cuba by U.S. citizens is restricted by the U.S. government, but ask them to consider what they might encounter if they were given the opportunity to visit Cuba. Have each group develop an itinerary for a one week group tour of the island nation. Students may want to plan their trip around specific events or activities. Have each group identify the places they would visit, how they would travel within Cuba, and where they would eat and sleep. Have each group present its itinerary and explain how participating in this tour would enhance the participant's understanding of Cuba.

LINKS:
http://www.infoplease.com/ipa/A0107443.html
http://hyperion.advanced.org/18355/index.shtml
http://cnn.com/TRAVEL/DESTINATIONS/9811/forbidden.cuba.ap/#beach

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Culture Watch : Cambodia Angkor Art

1. Why are the temples and sculptures in Cambodia being looted? Who is responsible for protecting Cambodia's monuments? What events occurred during this century that have jeopardized the

preservation of these monuments?

2. Have students research the history of Cambodia and Angkor. According to UNESCO, Angkor is the largest archeological project in Asia. Why is Angkor the focus of such attention? What do the temples and sculptures of Angkor reveal about the history and culture of Cambodia? Do you think it is important to preserve these artifacts? Why/why not? Why is there a market for stolen artifacts? How would the strengthening of Cambodia's economy benefit the preservation of its temples and sculptures?

3. As a class, have students brainstorm a list of monuments that reflect their civilization. Divide the class into groups and have each group research and prepare an oral report about one of the monuments. Have students identify when the monument was created, why it was created and who created it. Have students discuss what the monument represents and what it reveals about their civilization.

LINKS:
http://www.informationplease.com/ipa/A0107378.shtml
http://www.unesco.org/culture/ch/tangible/angkor/angkore.htm
http://sgwww.epfl.ch/BERGER/Angkor/Sculptures_eng/
http://coombs.anu.edu.au/WWWVL-AsianStudies.html

EDITOR'S NOTE:
Kenya
infrastructure
GDP
black market
extinction
socialism
capitalism
Khmer Rouge

NEWSROOM CHRONICLE

City Hearts : City Hearts

1. What is the City Hearts program? To whom is this program extended? Who started the program? According to Bob and Sherry Jason, what is the goal of City Hearts? What do the young people involved in City Hearts get out of the experience? Who is the program's National Honorary Chairperson? What attracted her to this effort?

2. According to the founders of City Hearts, how does the cost of having one child in the program compare to the cost of keeping that child in jail for one year? Besides a statistic like this one, what else might you say to convince someone that investing in crime prevention is a good investment?

3. Throughout the U.S. there are many programs aimed at helping at-risk and disadvantaged youth make positive choices in their lives. Just as City Hearts focuses on the arts, there are programs that center on sports, career interests and other fields. Group students, and challenge each to find information about one program that generates a positive environment for young people. Direct groups to find out how their programs were created, their goals and how they are funded. Have groups share their findings. Which of these programs do students think are most effective in accomplishing what they set out to do? Why? Do any of these programs exist in your area? If so, which do students think have made the greatest impact on the youth of their community?

EXTENSION: Many youth programs exist because of the generosity of adults who take an interest in them. Have students find out if any corporations, small businesses or individuals are major supporters of youth programs in your community. Have the class create certificates of appreciation on the computer to thank these organizations and individuals for their contributions to the community.

LINKS:
http://www.janeseymour.org/art/980323ch.htm
http://www.urban.org/pubs/disconec.htm
http://www.ci.phoenix.az.us/POLICE/pal.html

EDITOR'S NOTE:
outreach program
City Hearts
public defender
self-esteem

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CNN NEWSROOM Guide

November 24, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:15... 05:30
The possible AOL/Netscape merger could change the way you surf the 'Net.

In the Headlines ... 02:10... 07:40
IRAQ TUG OF WAR CONTINUES

YOUR DAILY DESK ... 01:10... 08:50
International Desk ... 02:05... 10:55
Begging in New Delhi could get you enough to feed your children---or one to three years in jail.

WORLDVIEW ... 00:25... 11:20
Now You Know ... 03:25... 14:45
Those who live in this pretty vacation site find the employment outlook less than pretty on the northernmost of Japan's principal islands.

Political Front ... 03:05... 17:50
If the conflict in the Congo is not stopped, a massive continental African war could be the result.

Inside Europe ... 02:40... 20:30
Women may make up the majority in the Catholic Church, but men make the decisions.

NEWSROOM CHRONICLE ... 00:30... 21:00
After the Bell ... 01:30... 22:30
It's a busy time of the year for high school seniors.

Our World ... 02:50... 25:20
Teenagers work undercover to enforce alcohol and tobacco sales laws.

CNN NEWSROOM CLOSE ... 02:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Browser Wars

1. What is AOL? Approximately how many people use this Internet Service Provider? What is Netscape? Explain what a browser is. Which browser do AOL users currently have available to them when they log on? How might a possible AOL/Netscape merger "shake up" the players in the fiercely competitive Internet industry?

2. Discuss what AOL, Netscape and Sun Microsystems each has to gain from this proposed merger. How could increasing numbers of online shoppers translate into big profits for each of these companies? How could each of these companies help the others to secure a bigger share of those profits?

3. Microsoft is currently involved in an antitrust lawsuit with the Justice Department. Have students work in small groups to find out more about this case and the specific charges against Microsoft. Have groups share their findings. Discuss the meanings of the terms "monopoly" and "antitrust" and explain how each applies to this case. Microsoft claims that an AOL/Netscape merger would nullify any government claims that Microsoft has created a monopoly. Based on what students have learned about this case, do they agree or disagree with this assessment?

LINKS:
http://cnnfn.com/hotstories/deals/9811/23/netscape/
http://www.itworks.be/msvsdoj.html

In the Headlines : In the Headlines

1. Besides weapons sites, for what else are UNSCOM inspectors searching? How did the Iraqi government meet today's deadline to produce these documents? What was in the letter that Iraq sent to the UN Security Council? How has the U.S. responded to the contents of this letter? Why do many feel this confrontation signals a new phase in the tug of war between Iraq and the UN?

LINKS:
http://cnn.com/WORLD/meast/9811/23/iraq.02/
http://cnn.com/WORLD/meast/9811/23/iraq.britain.01/index.html

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EDITOR'S NOTE:
Netscape
AOL America Online
Sun Microsystems
browser
monopoly
antitrust
disarmament
Iran-Iraq War

YOUR DAILY DESK

International Desk : India Beggars

1. What is the law in most Indian cities concerning beggars? To what degree is the law enforced? What drives people to begging? In addition to breaking the law against begging, what additional problems are blamed on the beggars?

2. Do you feel that the law banning begging is justified or fair? Explain. According to the video, how

does the Hindu religion contribute to the begging problem? What is meant by the phrase, "But for some begging is simply good business"? Do American cities face similar problems? Explain.

3. Group students. Ask them to brainstorm and present possible solutions to the problem posed in the video: "Arresting beggars is not the solution to the problem. . . Society wants beggars off the street, but will not permit them to enter their world." Direct each group to present its best solution to the class.

4. For extra credit or additional research on the subject of India and charity, have students use the following websites, especially the last one, to discover the laws & characteristics of Hindu charity and tithing. In class discussion, compare and contrast these rules with those of other religions.

5. Using the first website and the following quote, "The poor, the illiterate, the ignorant, the afflicted - let these be your God. Know that service to these alone is the highest religion" (Swami Vivekananda), have each student write an essay contrasting Mother Teresa's work with the poor with the Indian government attitude (as expressed via the anti-begging law) in New Delhi.

LINKS:
http://cnn.com/WORLD/9709/11/destitute.dying/index.html
http://cgi.pathfinder.com/time/magazine/1997/int/970203/asia.going_nowhere.html
http://prague.org/press/15-9-97.html
http://www.idrf.org/#BeginIDRF
http://www.hinduismtoday.kauai.hi.us/ashram/htoday.html

EDITOR'S NOTE:
Hindu
destitute
New Delhi
activist

WORLDVIEW

Now You Know : Now You Know

1. What attracts Japanese tourists to Hokadate? What problems do the locals face? What two bankruptcies set off a chain of other bankruptcies? With what industry, important to the locals, was Uroko associated? What problems does Mitsuyoshi Hirosawa face? How is he attempting to solve his problems?

2. What overall crisis is facing all of Japan, not just Hokadate? According to the video, how are solutions to Japan's economic crisis progressing? What is your reaction to Hirosawa's comment, "It's tough. What's difficult is my age. Even though I think I'm young, society doesn't think that way"? What are Hirosawa's chief concerns as he retrains at the technical center? Why do you think getting a job may be difficult for him?

3. Challenge students to think about age discrimination in the U.S. Direct students to the last two websites below which include information about, and challenges to, the 1971 Age Discrimination in Employment Act (ADEA). Generate a discussion about age discrimination in the current U.S. employment market. Do students think it is a problem for older Americans? Is it a problem that impacts the lives of teenagers? Compare Hirosawa's situation in Japan to what he might face in the U.S. as a (1) mature adult and (2) a teenager.

4. Using the first two websites below as well as current newspapers, ask the students to update this

story by learning more about President Clinton's visit to Japan and the APEC meeting in Malaysia last week.

LINKS:
http://cnn.com/WORLD/asiapcf/9811/19/japan.us.02/index.html
http://cnn.com/WORLD/asiapcf/9811/20/japan.us.01/index.html
http://econwpa.wustl.edu/WoPEc/data/Articles/fipfedhepy:1997:i:May:p:15-28.html
http://www.hhs.state.ne.us/ags/agedisc.htm
http://www.lawinfo.com/forum/age.html

Political Front : Congo Fighting

1. Who is the official president of the Congo? What group opposes him? How are they using the Internet? What part of the United Nations report is not posted on the Internet? What are some of the other nations who have become a part of this conflict?

2. Why are the people of Zimbabwe unhappy with their president, Robert Mugabe? Explain the critics' contention that Mugabe is "plunging the nation into an African Vietnam." Why have efforts to reach a diplomatic solution failed? How could this conflict lead the Congo "on a clear course toward dictatorship"?

3. Direct the students to take various roles in a mock U. N. General Assembly discussion, including the principal African nations as well as Nelson Mandela, Jimmy Carter, and various other concerned peacemakers. Attempt to resolve the problem posed by the rebels who won't lay down their arms "until and unless" the opposition agrees to negotiate, and Kabila who refuses any direct talks with the rebels.

LINKS:
http://cnn.com/WORLD/africa/9811/22/RB000169.reut.html
http://cnn.com/WORLD/africa/9811/21/congo.talks/index.html
http://cnn.com/WORLD/africa/9811/17/BC-CONGO-DEMOCRATIC-SAFR.reut/index.html

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Inside Europe : The Vatican and Women

1. What evidence is presented in the video that more women are devout Catholics than men? What positions in the Catholic Church are for men only? Under Roman Catholic laws, whose decision regarding this, and other church doctrine, is final?

2. Why won't Vatican officials discuss the issue of women priests on camera? What are some of the reasons given for barring women? What is an anomaly? Why do you think the CNN correspondent refers to the Church's view of women as an anomaly?

3. The issue in this segment focuses on one religion's view of the role of women in its rituals and institutions. Group students and have them consider how other world religions consider the role of women within their organizations. Have each group choose one religion and research and prepare an indepth report on women in that religion. After each group has presented its findings, compare and contrast the treatment of women among different world religions. Do students think the Catholic Church is more liberal than most religions in the status it accords its female members? Discuss.

LINKS:
http://cnn.com/US/9510/pope/10-07/sat_am_trans.html
http://cnn.com/WORLD/europe/9810/16/pope.anniv.01/#3
http://www.vatican.va/
http://listserv.american.edu/catholic/church/vatican/women.priests

http://listserv.american.edu/catholic/church/papal/jp.ii/jp2ordsa.txt

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EDITOR'S NOTE:
bankruptcy
job placement
Democratic Republic of Congo
Robert Mugabe
Laurent Kabila
The Vatican
Pope John Paul II
anomaly

NEWSROOM CHRONICLE

After the Bell : After the Bell

1. What important tasks face college-bound high school seniors this week? What steps should seniors take to make sure their college applications are in order? Why is it important to complete applications and essays this weekend? What is the generally-recommended deadline for seniors to have their applications completed? Why is January an important month for seniors as well?

2. If your class is composed of juniors and/or seniors, invite a guidance counselor to address the class on important upcoming deadlines for those who are college-bound. What tests should these students take, and when should they take them? What forms need to be secured and completed? How do students get transcripts sent to prospective colleges? What are some tips for writing the all-important college essay? Have students search the Internet for additional information on applying for college admission. Compile information from the guidance counselor's talk as well as information from the Internet and other resources to create a "college-bound calendar" that students can use to keep track of upcoming deadlines.

LINKS:
http://www.collegeplan.org/clndrjsr.htm
http://www.collegeplan.org/bhsnews.htm
http://www.bates.edu/admissions/mystery-unveiled.html

Our World : Underage Undercover

1. Explain how Scott and Stephanie are helping Virginia authorities enforce laws regarding the sale of alcohol and tobacco. Where do they go to do their job? How do they dress and act? In the U.S., how old must a person be to purchase alcohol? Tobacco? What are the penalties for those who sell these items to underage buyers?

2. How effective is this undercover program? Governor Gilmore of Virginia sees the program as a worthwhile way to encourage enforcement of the laws among store owners and clerks, as well as a chance for young people to participate in law enforcement. Do you think the program is a good idea? Would you ever consider participating in such a program? Why/why not? Besides the undercover operation, can you think of any other way to convince store personnel to abide by alcohol and tobacco laws? Explain.

LINKS:
http://www.lvrj.com/lvrj_home/1998/Mar-07-Sat-1998/news/7086856.html
http://www.shsaa.org/Spectator/94n8/10bust.shtml

EDITOR'S NOTE:
college admissions
financial aid
transcipts
applications
essays
operatives
compliance
fines

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 30, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:00... 04:35
In spite of international aid, hunger is still widespread in Somalia.

In the Headlines ... 01:45... 06:20
ISRAEL, LEBANON TENSIONS

Capital News ... 03:00... 09:20
President Clinton sends some questionable answers back to the House Judiciary Committee.

YOUR DAILY DESK ... 00:10... 09:30
Environment Desk ... 03:00... 12:30
Wind power generates electricity to some homes in Vermont.

WORLDVIEW ... 00:10... 12:40
Now You Know ... 02:20... 15:00
The Russian, European and U.S. governments collaborate to open a nuclear safety training center in Obninsk, Russia.

Inside Asia ... 02:35... 17:35
The Chinese government improves its judicial system by reforming Criminal Procedure Law.

Culture Watch ... 04:15... 21:50
After thirteen years of extensive renovation, the Villa Borghese Museum is open to the public.

NEWSROOM CHRONICLE ... 00:30... 22:20
"Think Quest" ... 04:00... 26:20
The "Think Quest" competition prompts students to create incredible websites.

CNN NEWSROOM CLOSE ... 01:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hunger in Somalia

1. What was the cause of the famine that occurred in Somalia six years ago? According to aid workers, what are the causes of Somalia's famine today? Explain how geographic and political factors are compounding the situation. How has the international community responded to this crisis? Why is there danger that international aid may not reach those who are starving?

2. Referring back to the video, generate a class discussion about the problems facing Somalia, both in terms of the causes of the most recent famine and the logistics of getting food to those who desparately need it. Then divide students into groups, and have each group conduct research to learn more about what is being done to address these problems. Next, challenge each group to come up with a list of recommendations for the international community to address these problems and effectively deal with the problem of hunger in Somalia. Have groups share their ideas. Discuss to what extent students believe international resources and personnel should be dedicated to this effort.

LINKS:
http://www.care.org/programs/profiles/somalia.html
http://www.care.org/newscenter/somalia1116.html
http://www.anl.gov/OPA/frontiers96/relief.html

In the Headlines : In the Headlines

1. Why are Israeli soldiers currently stationed at their nation's border with Lebanon? According to the video, why is morale declining among these soldiers? What is Hizbullah? Why has this organization perpetrated attacks against Israeli soldiers? How will finding a diplomatic exit be a "tricky" proposition for Israel?

2. Explain the division in Prime Minister Netanyahu's cabinet over the question of troop withdrawal from the Golan Heights. Analyze this statement from the video, "Holding onto this real estate has its price for Israelis and perhaps for the Prime Minister as he searches for ways to cut casualties." Is there any way that Prime Minister Netanyahu can "win" politically as he tries to decide what to do with the Golan Heights? Explain.

3. Have students use the websites below and other resources to research Israel's claim to the Golan Heights and its Arab neighbors' perspectives on that claim. In class discussion, share student findings. Why do some claim that Syria's President Assad is behind the Hizbullah attacks? In students' view, should Israel respond to the attacks with military force? Why/why not?

LINKS:
http://www.golan.org.il/
http://encarta.msn.com/index/concise/0vol08/00f1e000.asp
http://www.israel.org/peace/lebanon.html
http://www.arabicnews.com/ansub/Daily/Day/981127/1998112706.html

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Capital News : Capital News

1. Summarize President Clinton's written response to the 81 questions posed to him by the House Judiciary Committee. Why are some on Capitol Hill disappointed with his answers? What charges did the President deny? Do you believe the President when he says he cannot recall some conversations critical to the investigation? Why/why not?

2. Discuss the split in the GOP over the issue of impeachment. Why do some Republicans claim that anything short of impeachment "sends the wrong message"? Why do some in Congress want to censure the President? What do they mean when some Republicans claim that censure is "a political answer to a constitutional process"? According to Senator Arlen Specter, there are "short-term" and "long-term" interests at stake in this process. Do the short-term interests favor

impeaching the President? Explain. Why do you think Sen. Specter believes that the long-term interests of the United States should insist on holding President Clinton accountable for his actions and words?

LINKS:
http://jurist.law.pitt.edu/impeach.htm
http://cnn.com/ALLPOLITICS/stories/1998/11/28/impeachment.01/

EDITOR'S NOTE:
Somalia
famine
warlords
Golan Heights
Hizbullah
escalation
impeachment
censure

YOUR DAILY DESK

Environment Desk : Wind Power

1. Describe the wind farm in Searsburg, Vermont. Why is this wind farm unique? What are the minimum and maximum wind speeds at which these wind turbines will work? What are other limitations of the turbines? How does the expense of generating electricity this way compare with gas- and oil-generated electricity?

2. Why do you think there is such a large discrepancy between the amount of money the government earmarks for oil and gas programs as opposed to the amount earmarked for alternative energy sources such as wind? Do you think there is a relationship between the amount of money the government earmarks for the different ways of producing energy and their bottomline costs? Explain.

3. What specific adjustments had to be made to meet the climatic demands of Vermont? The story stated that the blades of the Vermont wind turbines are painted black. Why do you think this is so? Have small groups do the following experiment to further investigate the relationship between the color of these blades and their temperature:
You'll need long plastic thermometers, four sheets of construction paper of various colors (including black) and a timer. Have students place a thermometer under a sheet of colored construction paper between the paper and a desk. Place a light source six inches away from the paper. At one minute intervals have students read the temperature on the thermometer and record it on a piece of notebook paper over a five-minute time span. Repeat this experiment with a different colored piece of paper. When all groups have completed the measurement with all colors, have them compare the temperatures and discuss which ones were warmer and cooler and infer why the wind turbines' panel surfaces in Vermont needed to be painted black. Then have students think of other applications of this connection between color and temperature dealing with cars, buildings, etc.

LINKS:
http://www.igc.apc.org/awea/faq/basicop.html
http://www.nrel.gov/wind/windfact.html
http://www.eren.doe.gov/wind/windfact.html

EDITOR'S NOTE:
renewable resource
turbines
pollution-free
fossil fuel
infrastructure

WORLDVIEW

Now You Know : Now You Know

1. What is the purpose of the training center outside Moscow? Why are Western governments contributing funds to develop the training center?

2. Have students refer to the first website for information about the U.S. policy on improving nuclear material security in Russia, and the New Independent States. Discuss: When and why were the New Independent States established? Why has the security of nuclear materials become a major global concern? Why have economic and political changes in Russia accelerated the need for better security of nuclear materials? Do you think it is important for the international community to be involved in monitoring Russia's nuclear materials? Why/why not?

3. Have students use multimedia resources, including the fourth website listed below, to learn about the history and global impact of nuclear weapons. Conduct a class discussion about the development of nuclear weapons and their role during World War II and in the Cold War. Have students conduct a class debate about whether countries should possess nuclear weapons.

LINKS:
http://www.dp.doe.gov/nn/mpca/index.html
http://www-citr.ornl.gov/
http://www.iaea.org/programmes/inis/inis.htm
http://www.fas.org/nuke/hew/
http://atom.pnl.gov:2080/
http://www.obninsk.ru/index_en.html

Inside Asia : Chinese Law Reform

1. What is the National People's Congress? What revisions did the National People's Congress make to Chinese criminal law? Why? Why are Chinese law schools conducting German and American mock criminal trials?

2. What is Criminal Procedure Law? How does Criminal Procedure Law influence a criminal justice system? Have students research the history of the People's Republic of China. How have political reforms during the last 50 years affected the rights of Chinese citizens? Do you think individuals should have the freedom to protest against governmental policy? Why/Why not? As a result of the legal reforms, the Chinese government recognizes the presumption of innocence for the first time in its legal history. Why is this concept important to the preservation of human rights? Do you think the international community should participate in reforming China's criminal justice system? Why/why not?

3. Have students refer to the second website to research the U.N. Declaration on Human Rights. As a class, discuss history and significance of the document. Have each student write an essay on the progress or lack of progress of human and civil rights in China.

4. Divide the class into groups. Have each group prepare a presentation about one of the following elements of Criminal Procedure Law reform: The role of Chinese trial judges, the process of court proceedings, or defendant's rights. In their presentations groups should define the legal reform, its impact on the criminal justice system, and how the reform advances human rights for Chinese citizens. As a class, identify and discuss the potential obstacles that could prohibit China from successfully implementing legal reform.

LINKS:
http://humanrights.miningco.com/library/weekly/aa062497.htm
http://www.leftjustified.com/leftjust/lib/sc/ht/wtp/un-decla.html
http://lcweb2.loc.gov/frd/cs/cntoc.html

Culture Watch : Villa Borghese Museum

1. When was the Villa Borghese built? Describe the collaboration between Cardinal Scipione and Gian Lorenzo Bernini. What event was the impetus for renovating the museum? What period of history is reflected in the art and architecture of the Villa Borghese? Why is this museum one of the most popular in Italy? Why is Bernini's work significant? Of the 500 paintings in the museum, why are Caravaggio's paintings considered some of the most important?

2. What can art teach us about humanity and society? Professor Strinati states that "the reopening of this museum is the beginning of a new renaissance...of art, of culture in Italy." What is a renaissance? What do you think this statement means? Has America experienced a renaissance? Explain and give examples.

3. Have students formulate an opinion statement about a societal issue, such as poverty, violence, smoking, etc. Students can formulate a statement by completing the following phrase: "I feel_____ about (the issue), because_____." Using various art mediums such as collage, drawing, or sculpture, have each student create a piece that conveys his/her opinion. Share and discuss the students' projects.

4. Use the first website to provide students with a basic understanding about the High Renaissance and Baroque periods. In what ways did High Renaissance and Baroque art reflect and influence Italian society? The following activity is intended to enable students to explore this question: Using multimedia resources, have each student or small group research the background of an artist from the High Renaissance or Baroque periods. Have each student/group select one of the artist's works. Have students prepare presentations, using visual aids, that address the following questions: When and where was the painting/sculpture created? What is distinct about this piece of work? What inspired the artist to create this work? Was the artist using their work to make a statement? If so, what message do you think the artist was trying to covey?

LINKS:
http://humanities.byu.edu/classes/ital420/index.html
http://sunsite.doc.ic.ac.uk/wm/paint/

EDITOR'S NOTE:
radioactivity
nuclear security
stockpile
human rights
criminal law
mock trial
Jubilee 2000

renaissance

NEWSROOM CHRONICLE

"Think Quest" : "Think Quest"

1. How did the "Think Quest" competition get its start? What is the goal of the competition? What is the grand prize? Describe some of the websites that were entered in this year's "Think Quest" competition. Explain how the team that created "The Living Africa" faced unique challenges as they created their entry. One team coach interviewed in the video says of the competition "It has made the world so small. It has made it easy for people of all corners of the world to get to know each other through the Internet. It's tremendous." How does a contest like "Think Quest" make the world "small"? What benefits do you think students gain from this experience?

2. Have groups of students consult the "Think Quest" website below to learn more about this year's entries in the competition. Ask groups to choose their favorites. Discuss the kinds of advance work (e.g., research, knowledge of website design) that went into each entry, as well as the importance of creativity in crafting an interesting website.

LINKS:
http://www.thinkquest.org/

EDITOR'S NOTE:
"Think Quest"
Internet
prototype
innovative

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